



1. IDENTIFICATION

Position No. 70-1814	Job Title Coordinator, Community Programs, North Baffin	Supervisor's Position Chair, Community and Distance Learning 70-3586	
Department Nunavut Arctic College	Division/Region North Baffin CLC	Community Iqaluit	Location 235
Freebalance Coding: 03300 011 111 0302001 04			

2. PURPOSE

<p>Main reason why the position exists, within what context and what the overall end result is.</p> <p>The Coordinator, Community Programs is responsible for supervising the community adult educators, instructors, and managing all aspects of educational programming in the Community Learning Centres in the prescribed Region. The incumbent manages all contract and base funded programming offered in the Community Learning Centres through Community and Distance Learning Division, which may include academic, literacy, trades, as well as certificate and diploma programs. The incumbent is responsible for realising Nunavut Arctic College's commitment to the provision of community-based programs, the Government of Nunavut's vision of Continuous Learning, and the theories and best practices in the field of adult learning and teaching.</p>

3. SCOPE

<p>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?</p> <p>The Coordinator, Community Programs works with funding sources and strategic partners, adult educators, instructors, educational technology, to meet the educational and training needs of adult learners who reside in the communities of the region.</p> <p>The incumbent plans programs, manages budgets, resources, and staff/faculty.</p> <p>The incumbent works within a revenue generation structure to produce more programs and surplus revenue. Focus is on collaborative partnerships, cost recovery, and courses that meet educational and training needs of learners to enter job market in their local communities, and/or to pursue further education at the post-secondary level. The emphasis is on goals, objectives, educational and fiscal planning. Within this context courses and programs are flexible, innovative, learner-oriented, but programming is significantly influenced by the market forces and trends.</p> <p>The regional communities are an integral part of who is served by Community Programs and directly</p>

connected to educational planning. The position is also responsible to the adult population and works closely with various organizations, companies, and government departments, locally, territorially and federally to provide a wide range of training and educational services. The incumbent must balance the needs of learners and community requests, while meeting the demands of the department's operations and organization and external funding criteria.

The Coordinator, Community Programs is expected to be technologically literate that goes beyond the focus of work related tasks such as word processing and spreadsheets and extends to new methods of teaching and learning that must be considered and incorporated into community-based programs.

The Coordinator, Community Programs acts as an educational advocate and resource for adult and community-based methods, principles and positions that assist in the identification, development, and delivery of appropriate courses and programs.

The incumbent works in a department that is constantly in the process of change, initiating and developing process and educational programs that are different from the mainstream of the institution. Operational aspects of the coordinator's position may include changing internal procedures, changing educational delivery methods, and questioning models and patterns of work.

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.

Community Relations

- Researches and understands the composition of the communities served by the division (Community and Distance Learning).
- Participates in and works with community groups and stakeholders.
- Works with governmental and public-sector representatives.
- Consults with representative community groups both formally and informally (at the local, regional, territorial, federal levels).
- Works with advisory committees to develop programs and courses.
- Works with media to promote programs and acts as a resource for information on programs and educational issues of relevance to adult learning and teaching.

Management and Administration

- Hires and supervises adult educators, community-based instructors, and CLC staff.
- Manages adult educators and ensures staffs are fulfilling their responsibilities, imposes progressive discipline as require. Ensure adult educators submit paperwork related to payroll and the student records system.
- Collaborates with Nunavut Arctic College faculty and staff to meet departmental goals of adult and community-based education.
- Works with clients and external funding agencies.
- Manages and plans budgets.
- Monitoring budget expenditures for each program.
- Handles complaints and enquiries regarding courses, programs, policies of the division and of the overall organisation (Nunavut Arctic College), and logistics and operational processes.

- Researches and contributes arguments and justifications for both existing and new programs when there are uncertainties about resource levels.
- Manages data, courses, systems and information on courses/programs, financial operations and infrastructure, student records systems, sequencing of courses and programs by term or semester.
- Facilitates planning and strategic planning for short and long-term mandate, mission, and goals for adult learning in community learning centres.
- Approves course/program schedules and locations for delivery.
- Prepares position descriptions for job classification.
- Participates in the hiring of faculty and staff.
- Provides staff/faculty orientation.
- Leases facilities and accommodations required for course/program delivery.
- Visits Community Learning Centres once annually for performance appraisals, community consultations, and supervisory visits.

Communication

- Communicates and responds to management, instructors, students, staff, peers, and the community.
- The incumbent is answerable to the community for specific College decisions.
- Gives information, acts as a resource on courses/programs within the department, in the college overall and in other related institutions; on the policies and procedures of the Department of Community Programs and Distance Learning and Nunavut Arctic College; community development and adult learning and teaching theories and methods.
- Speaks in the community and at public functions such as Community Learning Centre events such as graduation ceremonies, panel, feasts, focus groups.
- Conducts, facilitates meetings and groups to identify educational and training interests and needs of individuals and groups (local, territorial, federal, agencies).
- Works with computer data and information systems: computer systems, word processing, spreadsheets, email, fax, and voice mail.
- Prepares correspondence, press releases, proposals, interim and final reports, briefing notes for the Chair and other management as required.

Program Planning and Development

- Describes the educational needs of adult learning groups through needs assessment methods and processes.
- Targets specific groups for courses and programs.
- Plans and develops courses and programs through:
 - Knowledge of courses and programs in other departments
 - Instructor development of adult education and alternative models of learning and teaching
 - Maintenance of course outlines
 - Understands course criteria, learning objectives, evaluation methods, and budgetary cost effectiveness.
- Advises students and adult educators on career path information, program and course requirements, educational academic standards, preparation programmes (ABE, literacy, access, pre-trades, job entry); admissions and registration procedures, student financial assistance.
- Prepares proposals for curriculum development by reviewing existing related curriculum from internal and external education departments, previous proposals, and current literature on adult and community-based education models.

- Co-ordinates curriculum development and projects
- Works with program or curriculum advisory committees
- Co-ordinates and plans large meetings and conferences for professional development of divisional staff and faculty.
- Writes proposals for third party community-based programs, submits reports, forms and invoices to funding agency.
- Acts as a consultant to other departments and organisations on community profiles, Community Learning Centre resources, adult education services.
- Works with different cultures: e.g. organisational cultures, diverse cultures and communities.
- Ensures all courses/programs meet the criteria of the Office of the Registrar and College policy.
- Co-ordinates student selection with Adult Educator
- Reviews student assessments, registration, progress reports, attendance, course evaluations.
- Manages final course/program evaluation.
- Conducts staff/faculty performance appraisals.

Leadership and Development

- Works as an entrepreneur by generating revenues, by responding to changing demands from individual learners, community members, and government hiring policies.
- Acts as a facilitator.
- Works as a change agent and catalyst by identifying (1) barriers to change; (2) relevant and culturally appropriate courses/programs for adult learners; (3) gaps/deficiencies and needs of the division of community programs; advising on mission and goals of the division.
- Acts as an advocate for adult education, community-based models of education, alternative delivery styles and needs.
- Advises on budgets, course/program selections, professional needs of adult educators, Nunavut Arctic College policies and procedures, and learners changing needs for employment and access to continuing education.
- Makes recommendations based on considerable analysis of situations and solutions that will resolve the situations, which may well vary according to the communities and resource availabilities.
- Functions as an educational leader and accepts leadership roles within the organisation.
- Acts as a mentor, guide, or model for adult education practice, community-based programming and services in organisation and the department of Community and Distance Learning
- Executes human resources development plan for faculty and staff in community programs.
- Promotes options for professional development and new directions in education.
- Organises professional development workshops and courses for adult education trainees.
- Undertakes special projects to support adult learning and teaching and community-based adult education as assigned by the Chair, Community and Distance Learning.

Subordinate Positions

- Adult Educators in the Regions communities
- Adult Educators supervise the Community Learning Centre Janitors.

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.

- Knowledge of adult education and community development models, principles and theories;
- Knowledge of curriculum and program development;
- Knowledge of Nunavut, the land, language and culture;
- Ability to manage projects and balance budgets;
- Ability to prepare programs for adults (e.g. literacy, ABE, access);
- Ability to provide needs assessments;
- Cross cultural experience, preferably in the North;
- Excellent verbal and written English skills; and
- Flexibility, good organization and ability to work independently.

Requirements include:

- Flexibility, good organization and ability to work independently;
- Successful completion of a BED (with adult education concentration) or a BA in Educational Administration specializing in post-secondary combined with:
- Minimum of 2 years experience in the field of community-based education;
- Minimum of 2 years experience in a leadership role, involving supervising staff and program development; and
- Ability for the incumbent to speak, read and/or write Inuktitut and/or French is an asset.

Equivalencies that consist of a combination of education, knowledge, skills and abilities to formal education and experience requirements may be considered.

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.

- Long periods of time at the computer to meet administrative requirements
- Travel is a requirement often in adverse conditions and on small aircraft
- There is some walking and standing, particularly in going to meetings.
- Handling files and materials requires some effort.

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 conducted in a usually busy office with phones, fax machines, photocopiers, and visitors to the department on a daily basis. This is a normal educational office environment with a multiple number of things happening at the same time. The environment includes some time in an aircraft.

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
- Must be able to work under intense pressure
- Must be able to quickly assess a conflict or problem situation and use timely and effective techniques to resolve such issues
- Communication with staff occurs primarily through technology, the incumbent must work effectively through this medium both orally and in writing
- There is a requirement for face-to-face meetings with Adult Educators, students and community representatives.
- Attention and awareness are required for this work as well as for other managerial work, including interviewing candidates, listening to stories from individuals noted above. Intense attention is required in such transactions, which are periodic in nature.

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 needs. Classroom and office space maybe limited. This will require the instructor to respond flexibly to space problems. The incumbent must use effective organization techniques to meet the demands of ensuring that all components of delivery are realized within the context of a remote off-campus site and with a rigid delivery time. Negotiations with a variety of agencies when managing and directing program delivery can be complex and stressful. Supervisory skills and positive interpersonal communication are critical in this position as human relations and management of personnel can be stressful.

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”.