

Columbia College Position Description

<p>NOTE: Must; Shall; Will: Should: May or Could; Can:</p>	<p><u>Clarification of Terms</u> These words or phrases indicate actions or activities that are <i>essential or mandatory</i>. This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory. These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document.</p>
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Position Title:	College Prep English Facilitator
Program/Department Name:	College Prep
Reporting to:	Maria Chisamore, Manager Student Employment Services
Position Summary:	<p>Under the supervision and direction of the Assistant Manager Academic Upgrading, this professional will be responsible for the effective delivery of assigned course(s). This will include out of class activities such as marking of assignments, quizzes/tests, entering marks into Moodle etc.</p> <p>This individual will be prepared to attend meetings and professional development events as part of their professional responsibilities.</p>
Organizational Structure:	This individual will work in a flat organization structure consisting of one direct supervisor, a number of program peers and other management specialists. The individual will operate as autonomously as authorized by his/her supervisor.
Qualifications and Experience:	<ul style="list-style-type: none"> • Bachelor of Education Degree or experience teaching English at a secondary level is preferred • Current knowledge of Alberta Department of Education curriculum and resources • Ability to work effectively and develop creative and engaging lessons and activities Grades 10-12 for adults from diverse populations and of varying learning abilities • Must have legal authorization to work in Canada
Roles and Responsibilities:	<p>For Columbia College to become successful, each of its customers (including staff and students) must succeed. To achieve this requires a clear understanding of everyone's roles and responsibilities as well as a commitment to fulfilling said responsibilities.</p> <p>as above average to excellent performers in their field of training.</p> <p>As will be noted in reviewing the list of roles and responsibilities below, it consists of two distinct parts. First is a set of generic roles and responsibilities. This is followed by a list of specific roles and responsibilities. The generic roles and responsibilities are included in every position description at the College. The specific roles and responsibilities are specific to this position.</p> <p>Employees are expected to conduct themselves in a manner commensurate with their roles and responsibilities that follow. Employee performance reviews will be based on these roles and responsibilities.</p>

<p>Roles and Responsibilities:</p>	<p>Our facilitators are encouraged to do all they can to help each individual student succeed. We believe that when our students succeed, we succeed. Therefore, the focus of our facilitators is to help our students to learn rather than to lecture to them.</p> <p>The College's current attrition rate is one-quarter that of traditional colleges and universities. At the same time, our graduate employers are very satisfied. Employment rates of graduates normally exceed 90% and our rate is one the highest among all colleges and universities in Alberta. We want to continue to create a win-win situation where the employer, student, facilitator and College all succeed.</p> <p>Columbia's goal in education is to produce graduates who are rated by employers as above average to excellent performers in their field of training.</p> <p>All responsibilities listed below will be carried out under the general direction and supervision of your supervisor.</p>
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Professional Code of Conduct

Our success in the workplace is based on three main components:

- 1) how proficient we are at utilizing our knowledge and skills,
- 2) how effectively we conduct ourselves each day as professionals in satisfying the needs of our internal and external customers, and
- 3) how effectively we are at achieving the goals of our organization.

The following list describes many professional behaviours that can help us become more effective. The more skilled we become at applying each of these behaviours, regardless of our position in the organization, the more successful we will become.

1.0 Professional Approach and Ethical Behaviour

- 1.1. Demonstrates pride in their work and is honest, moral, ethical, honorable, trustworthy, and acts with integrity
- 1.2. Is pleasant, polite, caring, positive, friendly, smiles, and asks how they may help others
- 1.3. Is reliable, responsible, accountable, loyal, engaged, and enthusiastic about their work
- 1.4. Finds meaning and fulfillment in their work
- 1.5. Is proactive and constructive in their approach to their work
- 1.6. Contributes to a safe, secure, and environmentally-friendly workplace and world
- 1.7. Views adverse experiences as learning opportunities and attempts to recover quickly from such experiences
- 1.8. Keeps personal bias out of the workplace and is cognizant of workplace norms
- 1.9. Displays a genuine interest to actively learn about and show respect for other cultures
- 1.10. Respect an individual's right for gender identification, and supports language and policies that support that right

- 1.11. Dresses appropriately for the workplace in a neat, clean, and well-groomed manner
- 1.12. Contributes to the organization and local community by volunteering, coaching, and mentoring others
- 1.13. Is active in their professional association (where appropriate)
- 1.14. Adheres to all government laws as well as organizational policies, procedures, and regulations
- 1.15. Respects and adheres to the direction of their supervisor and follows their position duties and responsibilities

2. Interpersonal Relations and Teamwork

- 2.1. Treats all individuals in an equal, fair, and just manner (does not label, or discriminate against others, and respects personal and professional boundaries)
- 2.2. Services as a role model and synergistic team member who is interactive, cooperative, collaborative, personable, sociable, and has a sense of humor
- 2.3. Remains considerate and sensitive to others' views and uses tact and diplomacy when demonstrating assertiveness and expressing one's opinions
- 2.4. Interacts in a manner that is respectful, courteous, well-mannered, sincere (does not belittle, intimidate, or insult others), and does not use profanity
- 2.5. Views each client, patient, student, customer, and other team members as a valued customer whose needs must be addressed before they or their organization can succeed
- 2.6. Is available, approachable, and aims to develop a close rapport with all stakeholders
- 2.7. Offers support and assistance to others, is flexible, and makes allowances for others.
- 2.8. Helps build a positively connected team and organization where people enjoy working together, and recognizes that their success is due to teamwork that results in satisfied internal and external customers
- 2.9. Uses active listening to understand and respect others feelings and points of view
- 2.10. Is supportive when others are experiencing difficulties
- 2.11. Encourages and is open to constructive criticism, and takes responsibility for one's errors by apologizing, and correcting themselves
- 2.12. Avoids conflicts of interest and respects others' workspace and privacy (e.g. Freedom of Information and Protection of Privacy)
- 2.13. Seeks and offers help when needed
- 2.14. Demonstrates an interest in working with and learning from others

3. Self-Concept and Confidence

- 3.1. Examines and effectively manages their personal emotions and has a healthy regard for self and others
- 3.2. Demonstrates inner strength and self-confidence by acknowledging one's strengths and areas needing improvement.
- 3.3. Projects a positive self-concept and feels internally confident, yet does not dominate interactions
- 3.4. Functions well in ambiguous situations by maintaining composure and self-control
- 3.5. Assumes responsibility and leadership when required yet remains humble and gracious
- 3.6. Demonstrates self-efficiency by following through on commitments in order to achieve outcomes
- 3.7. Considers themselves equal to others and demonstrates such in their interactions

4. Communication

- 4.1. Constantly utilizes effective listening, speaking, and writing skills
- 4.2. Helps to keep team members informed of changes in the department and/or organization
- 4.3. Develops more effective ways to improve verbal and non-verbal communication
- 4.4. Respects others privacy and confidentiality (does not engage in gossip)
- 4.5. Contributes to group discussion by sharing ideas and encourages others to do the same; avoids dominating interactions
- 4.6. Modifies the format and/or content of what they have to say to best suit the needs of the individuals they wish to communicate with
- 4.7. Deals with difficult situations and sensitive issues in a respectful manner
- 4.8. Avoids engaging in disagreements in public
- 4.9. Follows the organization's technology use policy

5. Life-Long Learning and Professional Development

- 5.1. Continuously increases their knowledge and skills to become more competent (e.g. credit courses, workshops, seminars, conferences, professional books, journals)
- 5.2. Shares newly developed approaches based on leading edge research
- 5.3. Monitors changes to their environment and makes or recommends needed adjustments
- 5.4. Stays informed of and explores ways to adjust to changes affecting their profession, department, organization, and industry
- 5.5. Acknowledges when they do not know something, seeks to increase their competence and skills, and tries to adopt new approaches
- 5.6. Pursues a path of self-improvement that will lead to a more relevant, meaningful, and enjoyable life (self-actualization)

6. Problem Solving/Decision Making

- 6.1. Either individually or within a team, identifies work-related and customer-based problems/challenges then using effective problem solving skills attempts to find a suitable solution
- 6.2. Helps others to view problems and concerns as challenges and possibly opportunities to gain greater insight
- 6.3. Seeks input from those affected by work-related or customer-based problems

- 6.4. Achieves effectiveness by identifying problems as opposed to a symptoms
- 6.5. Assesses and analyzes problems by using such divergent thinking techniques as brainstorming, nominal group technique, Delphi technique, reframing, and lateral thinking
- 6.6. Objectively engages in research to determine the most efficient and effective solution to each problem/challenge while avoiding impulsive behaviour
- 6.7. Tries to make fair and just decisions that contribute to the common good
- 6.8. Effectively implements solutions in a timely manner
- 6.9. Monitors and evaluates solutions and takes further corrective action as needed
- 6.10. Acknowledges people's different learning styles in the process of making decisions

7. Innovative and Creative Thinking

- 7.1. Continually asks 'why', 'what if', and 'why not' questions (Innovative/Creative)
- 7.2. Contributes to continuous incremental changes to 'current' products, process, and/or services that advance, refine, or modify the quality and/or quantity of outputs (Innovative)
- 7.3. Recognizes that, the changing needs of customers requires the adoption of faster, easier, simpler, better, and safer methods and/or procedures that increase the efficient and effective delivery of 'current' products, processes, and services (Innovative)
- 7.4. Attempts to explore, develop, produce, adopt, assimilate, and/or experiment with or demonstrate 'new' value-added products, processes, and/or services (Creative)
- 7.5. Utilizes new technological innovations, and/or environmental changes to develop 'new' products, processes, and/or services (Creative)
- 7.6. Uses their knowledge of industry, inspirational thoughts, and imagination to come up with new ideas that may suggest radical changes and/or revolutionary thinking that results in 'new' products, processes, or services (Creative).

8. Negotiating or Conflict Resolution

- 8.1. Identifies customer or employee issues when a conflict first arises by listening to and determining their wants, needs, and concerns.
- 8.2. Effectively negotiates to help others, possibly as a mentor, to resolve issues in conflict by focusing on facts and not emotions
- 8.3. Seeks assistance from qualified professionals, such as a supervisor or human resources specialist, to resolve situations involving harassment, bullying, or violence
- 8.4. Respects privacy, confidentiality, and personal boundaries when finding resolutions

9. Organizational and Time Management Skills

- 9.1. Practices one-touch policy by taking immediate action to solve simpler challenges (e.g. does not put paper, emails, etc. in piles) and develops a plan to take action on more complex challenges
- 9.2. Uses electronic calendar and project management tools to plan special projects as well as to complete regularly occurring daily, monthly, and yearly meetings and activities
- 9.3. Regularly monitors progress and status of goals/projects, adjusts schedules in order to complete them, and keeps stakeholders informed

- 9.4. Regularly assesses and compares the progress and status of current goals/projects with that of similar or previous goals/projects
- 9.5. When required, adopts alternative tools/means/procedures in order to complete a goal/project on time
- 9.6. Maintains a high level of engagement even when tasks are tedious, highly challenging and/or extend over a period of time
- 9.7. After being distracted, quickly returns to a project and remains on task
- 9.8. Maintains an organized office, desk, files, documents, and working environment
- 9.9. Prepares in advance for appointments and meetings (meeting etiquette)
- 9.10. Sets SMART individual and/or team goals to complete assignments, reports, etc. in an accurate and timely manner (does not procrastinate)
- 9.11. Lets others know as soon as possible if they are unable to meet a commitment, must change a priority, or they need help
- 9.12. Arrives to work early or at the very least, on time and is rarely absent

10. Stress Management

- 10.1. Maintains composure under pressure by adapting emotions, thoughts, and actions that draws on their internal strength and/or the support of specialists during difficult times
- 10.2. Chooses appropriate ways to deal with negative situations in a positive manner by remaining hopeful and resilient
- 10.3. Maintains a balance between personal and professional life
- 10.4. Manages personal life issues in such a way that they have minimal negative impact on their performance
- 10.5. Maintains a positive, focused, and more productive environment by minimizing negative stress during challenging situations
- 10.6. Maintains emotional control and encourages others to do the same

11. Leadership Style

- 11.1. Effectively contributes and shares insight into the organization's vision, mission, directions, goals, professional behaviour, and supportive culture
- 11.2. Encourages others to adopt a positive leadership style (does not use threats or punishment)
- 11.3. Stimulates interest and enthusiasm on the part of others and contributes to positive employee morale
- 11.4. Coaches, advises, mentors, and counsels others where appropriate
- 11.5. Motivates others to achieve their intrinsic and extrinsic rewards through recognition, praise, and where possible through empowerment
- 11.6. Creates and/or promotes a healthy work environment which helps team members channel their energy and experience greater satisfaction
- 11.7. Seeks new opportunities or approaches that will increase internal and external customer satisfaction, respect, and loyalty
- 11.8. Networks with others outside the organization by introducing themselves and then works at building relationships that will benefit the organization
- 11.9. Bases leadership practice on collective vision, beliefs, as well as professional attitudes and values
- 11.10. Contributes to a sense of shared values that bind others to a common cause and/or direction
- 11.11. Encourages and promotes a culture based on trust, respect, transparency, and authenticity

12. Performance

- 12.1. Continually seeks new knowledge and skills to more efficiently and effectively perform their duties and responsibilities. This will contribute to the financial success of the organization, and as a result, also increases each individual's job security
- 12.2. Is committed to continuous improvement in the quality of goods/services their customer/patient/client/student experience
- 12.3. Contributes to the long-term growth and success of the organization by providing such an outstanding quality of customer service that current customers refer new customers on an ongoing basis
- 12.4. Firmly believes that only when each internal and external customers succeed, will they succeed and as a result, feel more satisfied and fulfilled (self-actualization)
- 12.5. Adjusts quickly and smoothly to new work routines and schedules
- 12.6. Starts work on goals/projects/tasks without prompting
- 12.7. Puts forth extra effort to complete goals/projects/tasks more quickly than expected
- 12.8. Seeks or offers to complete additional unassigned goals/projects/tasks
- 12.9. Conducts thorough research prior to setting new goals
- 12.10. Avoids behaviours that will negatively impact the quality and speed of outcomes of the work they are responsible for
- 12.11. Finds their work meaningful, satisfying, challenging, and rewarding

Specific Roles and Responsibilities

13. Course Facilitation

- 13.1. Deliver the course according to Columbia College's specifications and guidelines outlined in the Facilitator Handbook the course outline, and the instructions provided by the Program Supervisor.
- 13.2. Make certain that assigned course(s) are delivered according to their assigned course delivery schedule. Ensure that no scheduled class is cancelled, rescheduled, started late, or released early, without the approval of one's supervisor.
- 13.3. Attend program orientation and meetings called by one's supervisor or other College officials, and attend professional development activities as part of one's professional responsibilities.
- 13.4. Provide input into updating the course outline as required according to timelines provided.
- 13.5. Prepare lesson plans, quizzes, tests, final exams as required according to timelines provided.
- 13.6. Contribute to the positive image of Columbia and support the achievement of the mission, goals and principles of the College.
- 13.7. Contribute in a constructive and supportive manner to the professional development of his/her peers, colleagues, and other staff members.
- 13.8. Begin each class punctually with a fully developed lesson plan and related materials. The lesson plan should be openly displayed during the class period. See the Columbia College Facilitator Handbook for information on Columbia College's 4 Stage Learner-Centred Model and Lesson Plan format.
- 13.9. Use a variety of learning aids, equipment or tools to assist in the facilitation of learning (e.g., whiteboard, online, websites, etc.).

- 13.10. Use a variety of methods to evaluate students' level of acquired competencies and/or skills. These normally include daily quizzes, papers, presentations, demonstrations, observations, final exams or assignments. This may also include peer evaluation and feedback.
- 13.11. Use appropriate, relevant and current examples and elicit examples from students to effectively reinforce topics or points.
- 13.12. Prepare hands-on activities to enhance learning. Avoid using the lecture format in the delivery of lessons.
- 13.13. Ensure each topic is properly summarized or concluded before going on to the next topic.
- 13.14. Ensure students have adequate time during class to question, comment or express their opinion; listen to students and provide appropriate and respectful comments or feedback.
- 13.15. Provide an appropriate level of homework to ensure that students are reading, researching, investigating, discovering and spending adequate time to prepare for tests, discussions or complete assignments. The amount of homework will normally match the number of hours of classroom time.
- 13.16. Follow the department's Academic Alert policy and notify one's supervisor as soon as possible that a student is experiencing difficulty.
- 13.17. Identify, assist, counsel, advise and tutor any student who is having difficulty acquiring the appropriate level of knowledge and skills necessary to pass the course.
- 13.18. Ensure all assignments, tests, papers, etc. are corrected, graded and returned to students as soon as possible, normally the next day, for review. These are to be collected after the students have reviewed their work.
- 13.19. Provide useful and relevant comments on their daily quizzes, papers, presentations, assignments, and other learning activities to help students improve their work. Use rubrics as required to grade student work and performance.
- 13.20. Record marks in the grading tool on a consistent basis.
- 13.21. Maintain records of student achievement and attendance; communicate student progress and results to students and stakeholders as required

14. General

- 14.1. Be familiar with the Facilitator Handbook and its contents. Follow procedures as outlined within.
- 14.2. Dress appropriately as part of an educational institution and conduct oneself as a professional who is a role model for the students.
- 14.3. Remain current in the subject area and new methods of delivering course related material.
- 14.4. Attend any scheduled professional development activities as part of one's professional responsibilities.
- 14.5. Display genuine interest in students, as well as enthusiasm and excitement related to the subject.
- 14.6. Treat each student with respect, courtesy and sincerity. Create and foster a positive learning environment that promotes a co-operative relationship; treat each student as an adult who is responsible for their learning and decision-making.
- 14.7. Remain familiar with and follow the College and department/program mandates, missions, philosophy, goals, policies, rules and regulations.