

Columbia College Position Description

<p>NOTE: <i>Must; Shall; Will:</i> <i>Should:</i> <i>May or Could; Can:</i></p>	<p>Clarification of Terms 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:	Facilitator
Program/Department Name:	Employment Training – Childcare Assistant
Reporting to:	Maria Chisamore, Manager Student Employment Services
Position Summary:	Under the supervision of the Manager Student Employment Services, this professional will be responsible for the effective delivery of assigned course(s) and keeping abreast of ongoing changes in his/her industry. He/she will reflect what he/she learns through recommended changes to the course syllabus of each course he/she facilitates. This will include out of class activities such as lesson plan research and development, as well as meeting with staff and students, marking assignments, tests, tutoring etc.
Organizational Structure:	This facilitator will work in a flat organization structure consisting of one direct supervisor, a number of program peers and other organizational specialists.
Qualifications and Experience:	<ul style="list-style-type: none"> • Valid Alberta Teaching Certificate • Bachelor of Education Degree with 5 years of experience as an Early Childhood Specialist • Strong knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition and grammar. TESOL Certification and/or previous experience with Canadian Language Benchmarks preferred • Knowledge of CTS Credentialed Pathways – Alberta Education courses/materials • Excellent knowledge of Child Development and Play Based Learning • Ability to collaborate and work closely with Columbia College Children’s Services • Excellent knowledge, training and experience in the use of computer technology to deliver courses in blended learning and distance education • Ability to work effectively and develop creative and engaging lessons and activities for ESL adults from diverse populations • Competently provide instructions and support to students in a blended, computer based classroom environment • Knowledge of the labour market, job search and job retention techniques

	<ul style="list-style-type: none"> • Strong organizational skills • A recent Calgary Police or RCMP Security Clearance • Must have legal authorization to work in Canada
<p>Roles and Responsibilities:</p> <p>Roles and Responsibilities:</p>	<p>For Columbia College to become successful, each of its customers (including staff and students) must succeed. To achieve this requires a clear understanding on everyone's part as to his/her roles and responsibilities as well as a commitment to fulfilling said responsibilities.</p> <p>As will be noted in reviewing the list of roles and responsibilities below, it consists of two distinct parts. First, is the College's Professional Code of Conduct. This is followed by a list of specific roles and responsibilities. The Professional Code of Conduct is included in every position description at the College. The specific roles and responsibilities are specific to this position. 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>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 student attrition rate is approximately half 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 of 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 below will be carried out under the general direction and supervision of your supervisor. In consideration of this, the facilitator will:</p>

Professional Code of Conduct

Our success in the workplace is based on how proficient we are at utilizing our knowledge and skills and how effectively we conduct ourselves each day as professionals in satisfying the needs of our internal and external customers, and 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 As a professional, demonstrates pride in their work and is honest, moral, ethical, honorable, trustworthy, and acts with integrity
- 1.2 Is pleasant, polite, punctual, 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 Is compassionate, caring, and finds meaning and fulfillment in their work
- 1.5 Tries to be constructive, pro-active, and acts as a protagonist
- 1.6 Contributes to a safe, secure, and environmentally-friendly workplace and world
- 1.7 Views adverse experiences as learning opportunities and recovers quickly from such experiences
- 1.8 Keeps personal bias out of the workplace, does not use profanity, and respects cultural differences
- 1.9 Dresses appropriately for the workplace in a neat, clean, and well-groomed manner
- 1.10 Contributes to the organization via volunteering, coaching, and mentoring others
- 1.11 Is active in their professional association (where appropriate)

2.0 Interpersonal Relations and Teamwork

- 2.1 Treats all individuals in an equal, fair, and just manner (does not label, or discriminate against others)
- 2.2 Is a good role model and synergistic team member who is personable, sociable, cooperative, collaborative, has a sense of humor, and is well mannered
- 2.3 Is considerate and sensitive to others needs and uses tact and diplomacy when required
- 2.4 Is respectful, courteous, and sincere (does not belittle, intimidate, or insult others)
- 2.5 Views each client, patient, student, customer, and coworker as a valued customer whose needs must be satisfied before they or their organization can succeed
- 2.6 Is available, approachable, and may develop close personal relations (avoids romantic situations)
- 2.7 Offers support, assistance, is flexible, and helps build a positively connected team and organization
- 2.8 Makes allowances for others mistakes by showing empathy, understanding, and forgiveness
- 2.9 Is open to constructive criticism, and takes responsibility for one's errors by apologizing, and correcting them

- 2.10 Avoids conflicts of interest and respects others' workspace and privacy (e.g. FOIP)
- 2.11 Seeks help from others and offers help to others to become more efficient and effective

3.0 Self-Concept and Confidence

- 3.1 Projects a positive self-concept and feels internally confident, yet does not dominate interactions
- 3.2 Functions well in ambiguous situations
- 3.3 May assume responsibility and leadership when required yet remains humble and gracious at all times
- 3.4 Demonstrates self-efficiency by following through on commitments in order to achieve outcomes
- 3.5 Considers themselves equal to others and demonstrates such in their interactions

4.0 Communication

- 4.1 Demonstrates 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 (e.g. tone of voice)
- 4.4 Respects others privacy and confidentiality (does not engage in gossip)
- 4.5 Maintains emotional control and encourages others to do the same
- 4.6 Deals with difficult situations and sensitive issues in a professional manner
- 4.7 Avoids engaging in disagreements and arguments in public. Seeks assistance when necessary.
- 4.8 Follows the organization's technology use policy

5.0 Life-Long Learning and Professional Development

- 5.1 Continues to increase 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 and makes or recommends needed adjustments
- 5.4 Keeps informed about changes affecting their profession, department, organization, and industry
- 5.5 Acknowledges when they do not know something and seeks to increase their competence

6.0 Problem Solving/Decision Making

- 6.1 Either individually or within a team, identifies work-related and customer-based problems/challenges
- 6.2 Helps others to view problems and concerns as challenges and even opportunities

- 6.3 Seeks input from those affected by work-related or customer-based problems
- 6.4 Is more effective when they actually identify the problem as opposed to a symptom
- 6.5 Assesses and analyzes problems by using such techniques as brainstorming, nominal group technique, Delphi technique, reframing, and lateral thinking
- 6.6 Objectively determines the most efficient and effective solution to each problem/challenge
- 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

7.0 Creative Thinking and Innovation

- 7.1 Is more creative by asking 'why' and more innovative by asking 'what if'
- 7.2 Takes calculated risks and is willing to recommend and/or initiate change

8.0 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 uses conflict resolution and problem solving techniques
- 8.3 Effectively negotiates and helps others resolve issues in conflict by focusing on facts and not emotions
- 8.4 Turns to qualified professionals to resolve situations involving harassment, bullying, or violence

9.0 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 to plan regularly occurring daily, monthly, and yearly meetings and activities
- 9.3 Maintains an organized office, desk, files, documents, and working environment
- 9.4 Is prepared in advance for appointments and meetings (meeting etiquette)
- 9.5 Sets SMART individual and/or team goals by completing assignments, reports, etc. in an accurate and timely manner (does not procrastinate)
- 9.6 Lets others know if they are unable to meet a commitment, must change a priority, or needs help

10.0 Stress Management

- 10.1 Maintains composure under pressure and draws on their internal strength to succeed during difficult times
- 10.2 Effectively deals with negative situations in a positive manner
- 10.3 Maintains a balance between personal and professional life
- 10.4 Maintains a positive, focused, and more productive environment by reducing negative stress

11.0 Leadership Style

- 11.1 Effectively contributes to the organization's vision, mission, directions, goals, and Code of Conduct
- 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 Brings out the best in others which helps them channel their energy and experience greater satisfaction
- 11.7 Seeks new opportunities or approaches that will increase customer satisfaction, respect, and loyalty
- 11.8 Networks with others outside the organization and builds relationships that will benefit the organization
- 11.9 Bases leadership practice on collective vision, beliefs, as well as professional attitude and values
- 11.10 Builds 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 and respect

12.0 Performance

- 12.1 Continually seeks new ways to more efficiently and effectively perform their duties and responsibilities which contributes to the financial success of the organization, and as a result, also increases 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 outstanding 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

Specific Roles and Responsibilities

13.0 Course Facilitation

- 13.1 Contribute to the positive image and general well-being of Columbia and support the achievement of the mission, goals and principles of the College.
- 13.2 Contribute in a constructive and supportive manner to the well-being and professional development of his/her peers, colleagues, and other staff members.
- 13.3 Attend program and course-related orientation, in-service training, transitional meetings and program meetings.
- 13.4 Update the course syllabus that will be distributed on a predetermined date to each student. The syllabus includes:
 - Course description and delivery dates

- Course reading assignments
 - Important dates (e.g., final exam, assignment deadlines, presentation dates and holiday dates)
 - Required course text(s)
 - Recommended readings
 - Other materials required for the course
 - The assignment due to be completed prior to the first class
- 13.5 Students should be provided with the instructor's phone number and/or e-mail, as well as what time he/she will be available before and/or after class to address individual student's needs. Students should be given an updated bibliography and/or resource materials that they may refer to in order to do extra research or to prepare some assignments. They should also be advised as to where to get this material (e.g., borrow from facilitator, U of C Library, Columbia Resource Centre).
- 13.6 Dress appropriately and conduct himself/herself as a professional member of the business, professional and educational communities.
- 13.7 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 samples. A copy of each lesson plan is to be given to his/her supervisor prior to entering the classroom.
- 13.8 Maintain records of student achievement and attendance; communicate student progress and results on the document provided.
- 13.9 Develop lesson plans that include at least the following:
- Course title and number
 - Title and/or number of lessons
 - Goal and possible objectives
 - Identifying how the objective is relevant to students
 - Media or learning aids/tools
 - Equipment and/or materials needed (including handouts)
 - Steps or process to be followed
 - Assess where students are at the beginning of the lesson (eg. quiz)
 - Assess learning achieved at the end of the lesson (informal)
 - Estimated time required for each step
- 13.10 Use a variety of course delivery methods; choose the delivery method that will best enhance the learning process. Methods may include, but are not limited to, the following: case studies, role playing, discussion groups, individual or group presentations, team work, panels or debates, guest speakers, field trips, demonstrations, simulations or lab work. Refer to the facilitation techniques section of the handbook for a more detailed list of instructional strategies.

- 13.11 Use a variety of learning aids, equipment or tools to assist in the facilitation of learning (e.g., whiteboard, online, websites, YouTube.).
- 13.12 Use a variety of methods to evaluate students' level of acquired competencies and/or skills. These normally include daily quizzes or short tests, papers, presentations, demonstrations, observations, final exams or assignments. This may also include peer evaluation and feedback. Columbia's students should be given a quiz early in each lesson to assess their acquisition of homework knowledge.
- 13.13 Use appropriate, relevant and current examples or elicit examples from students to effectively reinforce topics or points.
- 13.14 Remain current in the subject area and new methods of delivering course related material.
- 13.15 Display genuine interest in students, as well as enthusiasm and excitement related to the subject. Create positive relationships and establish rapport.
- 13.16 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.
- 13.17 Ensure each topic is properly summarized or concluded before going on to the next topic.
- 13.18 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. Normally homework or assignments per course will equal as many hours of out-of-class work per night as hours of instruction per course per day. For example, if someone facilitates for three hours at a time, then he/she should assign at least three hours of homework for the next class.
- 13.19 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, and inform your supervisor of such activities.
- 13.20 Develop, state and consistently apply a course policy which may allow students the opportunity to write a makeup exam, or complete extra assignments, papers, etc. in order to raise their mark to pass in the course.
- 13.21 Treat each student as a customer, with respect, courtesy and sincerity. Create and foster a positive learning environment that promotes a co-operative relationship; treat each student as an adult, not a child.
- 13.22 Remain familiar with and follow the College and department/program mandates, missions, philosophy, goals, policies, rules and regulations.
- 13.23 Ensure all assignments, tests, papers, etc. are corrected, graded and returned to students, normally the next day; use the program and College grading system; hand in final grades, course marks and any other course reports within seven days of the last class.
- 13.24 Make sure that his/her assigned course(s) are delivered by them according to their assigned course delivery schedule. He/she will further ensure that no scheduled class is canceled, rescheduled, started late, or released early by him/her, without the formal written authority of his/her program/department chair.
- 13.25 Instruct English, Conversation, Child Development Assistant (CTS Credentialed Pathways Math – Alberta Education), Work Strategies, Customer Service and Computers (Excel, Word, Internet, email, job search strategies etc.).

13.26 Assist learners research their occupational field and the local labour market.