

POSITION DESCRIPTION FORM (PDF)

Regular Part-time Support Staff

Position Title: Learning Facilitator

Position Number: [Click here to enter text.](#) **Pay Band:** 10

Reports To: Manager of School Operations

Appointment Type: Other-details at right. **“Other” Hours Details:** (9 months)

Scheduled Weekly Hours (maximum 24 hours per week): 24

PDF Completed By (Manager Name): Bianca Sclipa

Effective Date: May 28, 2021

SIGNATURES

Incumbent: _____ **Date:** _____

(indicates incumbent has read and understood the Position Description Form details)

Supervisor: _____ **Date:** _____

(indicates the supervisor has authorized and assigned the duties & responsibilities in the PDF)

NOTE: Please return the original PDF to HR Operations (Michelle Bozec) as soon as it has been signed. Thank you.

PART ONE:

POSITION SUMMARY

The incumbent supports the Community Integration through Co-operative Education (CICE) student in maximizing their learning potential and College experience. The incumbent advocates and acts on behalf of the CICE student with faculty, other College students, and College-wide services/departments. Through group facilitation in a team approach, the incumbent supports student learning strategies, social and vocational skills that fosters student independence and promotes capacity building. In collaboration and consultation with the appropriate faculty and the Program Coordinator and other staff, the incumbent will modify assessments (i.e., tests and assignments) and course material/resources based on student learning style, strengths and needs. Through incumbent promotes inclusive practices that include supporting CICE students' participation and engagement in College social activities that align with students' interests.

KEY DUTIES & RESPONSIBILITIES

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Keep sentences short, simple and to the point. *TIP: Describe major clusters of functional work rather than detailed individual work routines and procedures.* Do not use allocations of less than 5%.

	Summary Details	Percentage %
1	<p>Student Integration Support:</p> <ul style="list-style-type: none"> Supporting a smooth transition into college academic/social life Meeting and collaborating with faculty and staff to promote inclusion of students into class. Assisting students to access appropriate resources (Financial Aid, Accessibility Services, Counselling Services, Rights and Responsibilities etc.) Promoting inclusive College life activities and supporting social opportunities and experiences for students in the CICE program Advocating on behalf of a student when needed with other students, college faculty and staff Communicate and bring forward any student academic/absentee concerns to the Program Coordinator Appropriately support and navigate daily student behavioural issues and communicate any ongoing behavioural concerns to the Program Coordinator, CICE faculty and CICE Team 	15%
2	<p>Student Learning Support :</p> <ul style="list-style-type: none"> Attending classes with the student to promote integration with other students and classroom teacher In consultation with faculty approval and collaboration with CICE staff, adjust course materials to meet the individual needs of students 	70%

	Summary Details	Percentage %
	<ul style="list-style-type: none"> • Providing individual support as needed • Assist students with organization of their schedules • In a collaborative approach with other CICE staff, provide and facilitate student group success sessions for all CICE courses which include mentoring and coaching for academic, interpersonal, social and vocational skill development • Using technology and various software programs to assist students in the learning process in and out of the classroom • Setting up and assisting with the use of adaptive equipment when needed • In consultation and faculty approval, modifying tests and assignments to meet individual student needs, develop study guides, review questions or project outlines, as needed. • Be available to support students for tests and exams based on their academic schedule. • Provide classroom support such as note taking, lab support, facilitating group work, as required, in both stream and CICE courses online and in person. • Provide and support recreation/social opportunities for CICE students online and in person to enhance CICE growth and development • Provide onsite orientation, job coaching /mentoring for students as required • Discuss field placement concerns with Field Placement Faculty when issues/concerns arise 	
3	<p>CICE Program Support:</p> <ul style="list-style-type: none"> • Assist with interviews and student orientation sessions and/or information sessions when required Attend and participate in Open House, Information nights and orientation sessions, promoting the CICE program when required • During CICE team meetings review protocol, student progress, concerns and/or discuss new or revised approaches for individual students • Working collaboratively as part of the CICE program team 	10%
4	Performs other related duties as required.	5%

To calculate the relative percentage of time allocated to each cluster of key duties & responsibilities, remember to consider the total amount of hours this part-time position will normally work in a year.

For example:

An RPT position which normally works 24 hours per week for 10 months of the year would have approximately 960 annual hours (24 hrs/wk x 4 wks/month x 10 months). If this position is estimated to spend 5 hours per week completing a cluster of work associated with organizing and maintaining business files, you would allocate 20% to this function calculated as (5 hrs/wk x 4 wks/month x 10 months) divided by 960.

PART TWO:

TRAINING & TECHNICAL SKILLS

Indicate the minimum level of independent studies, formal education, internal and/or external training programs including professional and technical or apprenticeship courses necessary to fulfill the requirements of this position.

Formal Education Requirements:

Completion of a two (2) year college diploma.

Field(s) of Study:

Educational Support Worker, Developmental Service Worker, Social Work, Child and Youth Worker, Recreation and Leadership

Other Vocational Certifications and/or Apprenticeships:

No additional requirements.

EXPERIENCE

Specify the minimum number of months and/or years of practical experience in any related work necessary to fulfill the requirements of this position.

Practical Work Experience:

More than one year up to three years.

Additional Skills & Abilities:

Practical current work experience with persons with developmental disabilities, persons with significant learning challenges, group facilitation, conflict resolution, behavior management, strong collaboration skills, vocational and employment skill development, and experience in the teaching/tutoring environment

PART THREE:

COMPLEXITY

Describe the amount and **nature of analysis, problem-solving** and **reasoning** required to perform the core duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity

In consultation and with faculty approval and collaboration with CICE staff modify or make adjustments to course material (tests, assignments) to meet the learning needs of the students

Description

Identified: Review of student's learning style based on student history, use of assistive technologies, student input, discussion with CICE team and research of learning disabilities as needed.

Further investigation if required: Discussion with CICE team as to level of modification required to meet course outcomes & modification/accommodation of past courses, all which are vetted by faculty for approvals.

Analysis to determine solution(s): Review student learning abilities and identify ways to meet objective at current level. With faculty consultation, modify course assignments to meet objective. Monitor modification and with faculty approval adjust when needed to student need/capabilities/learning styles/limitations.

Sources to assist: Past practices. Past course modifications. Past assessments from high school program and/or sponsoring agencies. CICE team members and faculty collaboration.

Example #2

Task / Activity Utilizing a variety of tutoring techniques, group facilitation strategies and assistive technology to support student learning, social and vocational skills.
Description Identified: Discussion with team staff and assessment of student learning style, communication preferences. Student's past educational history & past successful accommodations for learning. Further investigation if required: Meeting with student. Discussions with CICE team use of best practice guidelines. Analysis to determine solution(s): Based on assessment, design tutoring sessions to meet student learning needs. Review student learning abilities in a collaborative approach with CICE staff. Identify ways to present information. Develop and utilize learning tools and adjust accordingly to student need/capabilities/learning styles/limitations. Sources to assist: Past practices. Use of course workbooks, study guides, existing resources, CICE team member CICE Chair.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

Is the work considered to be routine/non-routine?

Non-routine.

How would you describe the complexity of the work?

Some duties are varied and complex.

Describe the business processes used by the position.

Processes are different and unrelated.

JUDGMENT

Describe the degree of independent judgment and problem-solving required to perform the duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity A student complaint that another CICE student is bothering them
Description Identified: A discussion with the student to talk out the situation and determine to what degree/severity the situation is. Problem solve with the student and provide appropriate strategies as needed. If warranted have a discussion with the other student involved. Further investigation if required: If situation is more serious in nature and more resources needed seek out additional supports with the student as appropriate. Consult with Manager of School Operations and CICE team as needed. Analysis to determine solution: Past interaction and knowledge of student behaviour and classroom dynamics. Observe student interactions in classroom setting. In consultation with other classroom staff if needed, determine if an ongoing issue or one-off dispute. Sources to assist: Problem solving techniques, behaviour management & conflict management techniques, School supports (counselling, rights and responsibilities) CICE Team

Example #2

Task / Activity Classroom support for CICE Students
Description Identified: Classroom support for CICE students Further investigation if required: Review assessments & discussion with student – past supports. Discussion with other Learning Facilitators and faculty, student or agency records of previous supports. Analysis to determine solution(s): Review student needs/disabilities/barrier. Determine need based on student, class and instructional format. Observe student in classroom setting. In consultation with other staff, monitor support and adjust according to student need/capabilities/learning styles/limitations Sources to assist: – IEP. Best practices guidelines for notetaking, use of audio/visual, test taking guides obtained from Accessibility Office. Past practice/past supports. Admissions interview information. CICE Team (Coordinator, CICE Faculty, other Learning Facilitators).

Key Considerations:


With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

The work duties typically require:

Breakdown facts or components of the problem situation to find a solution.

In determining a solution for problems, the incumbent has discretion to:

Modify/refine existing methods and options.



MOTOR SKILLS

Describe the aspects of the position that require fine motor movements (delicate, intricate or precise) related to the core duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity Computer Work/word, One Drive/Excel
Description Working with computers to modify assignments for students, supporting online learning as needed (webex)

Example #2

Task / Activity
Description

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

When considering 'speed' of fine motor movements for this position:

Speed is a secondary consideration.

Indicate the percentage of time that is required in performing each of the tasks discussed above.

Task	% of Time
Computer Work/word, One Drive/Excel/Webex/Microsoft Teams	40%

PHYSICAL DEMAND

Describe the degree of **physical demand** required to perform the duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position that illustrate the type and duration of physical effort, the frequency, the strain from rapid and repetitive fine muscle movements or the use of larger muscle groups, lack of flexibility of movement, etc.

Example #1

Task / Activity
Sitting for 1-2hrs at a time for regular classes / For Culinary Stream > 2 hrs at a time
Required to attend classes, taking notes requiring focus and attention.

Example #2

Task / Activity
Lifting light weight
Depending on program, LF may need to assist student in lifting weight up to 5kgs or 11lbs

Indicate the percentage of time that is required in performing each of the tasks discussed above.

Task	% of Time
Sitting	40%
Standing	40%
Lifting	Infrequent

SENSORY DEMAND

Describe the degree of **sensory demand** required to perform the duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position that illustrate the level/degree of concentration (visual, auditory, tactile, etc.). Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity Taking lecture and seminar notes for the student
Required focus and attention to details as professor is delivering a class to that the students get the correct information regarding what is being taught.

Example #2

Task / Activity Tutoring Students
Reading text to student – reading test questions (paraphrasing) – using supportive software if necessary. Scribing for students as needed

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

How would you describe the requirement for attention to detail in this position?

Frequent/Regular

Indicate the percentage of time that is required in performing each of the tasks discussed above.

Task	% of Time
Taking lecture and seminar notes for the student	20%
Tutoring Students	20 %

STRAIN FROM WORK PRESSURES / DEMANDS / DEADLINES

Describe the degree of **work pressures** involved in performing the duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position that illustrate the deadlines, interruptions, distractions, multiple or conflicting demands/workloads and dealing with people in difficult situations. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity Dealing with behavior difficulties
Students may have behavioural issues or anger management problems resulting in verbal abuse or threats of harm to incumbent and /or others. Students require redirection and occasional support in the quiet room, or support to go for a walk.

Example #2

Task / Activity Navigating group dynamics in facilitation of group sessions
There may be competing attention, needs and distractions while facilitating group learning sessions. Conflict may rise with students interactions/behaviours and differing opinions with staff on how best to manage.

Key Considerations:

With respect to the examples above and the regular duties associated with this position’s core functions, please answer the following questions:

How would you describe the workflow demands this position typically faces?
Deadlines are tight OR may periodically change or conflict.

How would you describe the existence of critical deadlines in this role?
Occasional critical deadlines.

How would you describe the level of interruptions this position faces?
Interruptions occur regularly but tend to be predictable.

Indicate the predictability of the strain and percentage of time required in each task discussed above.

Task	% of Time	Predictability*
Dealing with behavioural issues	35	TP (Tends to be Predictable)
Managing group dynamics	50%	TP (Tends to be Predictable)

INDEPENDENT ACTION

Describe the degree of **independent action** and **autonomy** required to perform the core duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity Ensure Student Success
Once the student and course schedule process is complete, LFs work independently with their grouping students, staff and faculty to ensure student success. Concerns are raised with the CICE Operations Manager, Program Coordinator and/or other team members at any time and in particular at regular staff meetings.

Example #2

Task / Activity Attending weekly social opportunities with CICE students
Description Every LF has 5 hours a week built into their schedule to allow for student support surrounding social opportunities that may be online or on campus. LF will have the capacity to accommodate and adjust their schedule (within their 24 hours) for this at their discretion.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

What type of instruction is typically given to the incumbent?

Works within general procedures and past practices.

What degree of supervision is typically provided to the incumbent?

Periodic supervision; occasional supervisory input.

How is the work typically checked and verified?

Output is reviewed by exception only.

How frequently is the work checked?

Most processes are reviewed monthly.

COMMUNICATIONS / CONTACTS

Describe the nature of contact and purpose involved in communicating information (i.e. to provide advice, explanation, to negotiate, or influence others to reach agreement, etc.), and the confidentiality of the information provided. Answer the questions listed below in the Key Considerations section.

Nature of Contact (Who)	Purpose of Contact (What)	Frequency
CICE Students	Exchanging routine information, extending common courtesy. Imparts technical information to ensure students learn the skills and knowledge required for the course they are taking. Persuasive skills to ensure student cooperation and commitment to program and individual goals. Influence social skill set to strengthen interpersonal skills and manage conflict.	Daily
Faculty	Collaborates with the faculty to gain approvals for modified work recommendations: Advocates with students with faculty as necessary	Daily
Operations Manager, Schools of Health & Wellness and Justice & Community Development	Requests for clarification on role and responsibilities. Any scheduling changes, workflow/staff issues or approvals.	Daily
CICE Team (other Learning Facilitators, CICE faculty and Program Coordinator)	Exchanging routine information, consultation/updates on students as needed and other program needs.	Daily
CICE Student Parents	Where an FOI is completed shares appropriate information regarding the students with the Parent(s)	Monthly
Counselling/Accessibility Services	Connecting students to services	Monthly
External Partners	Work placement support in community	Infrequently

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

Communications in this position are typically engaged for the purpose of:

Providing resolution of complex problems; may need to influence/sway others opinions.

What type of involvement does this position have with confidential information?

Regular involvement; disclosure implications could include adverse publicity or litigation.

RESPONSIBILITY FOR DECISIONS AND ACTIONS

Describe the type of **responsibility** that exists for the **decisions** and **actions** related to the core duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity

Ensures rubrics are modified in a collaborative fashion with other affiliated LF's and approved by faculty that meet the student's modification requirements.

Description

In collaboration with other CICE LF's, staff develop modified rubrics and assignments for students and are responsible for ensuring they are within the abilities of the student requiring the modifications- LF's must ensure faculty approval is obtained for all modifications, however the appropriateness of the modification would not be apparent until the results of the student assessment are known or guardians/students express concerns In these circumstances, an assignment may be remodified and approval to re-take assessment obtained from faculty.

Example #2

Task / Activity

In collaboration with other assigned LF's, the LF's facilitate group sessions for each CICE course they are assigned to.

Description

Within the group sessions the LF's will be coaching and mentoring students on the learning skills associated with the task at hand (based on content and or assignment in course lecture). They will utilize strategies to support and enhance interpersonal, social and vocational skills and implement approaches that promote student engagement. LF's will use their best judgement and conflict management skills to navigate any group dynamics or conflicts. Make decisions on other technology or appropriate resources to support learning and social skills.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

How errors are typically detected for work completed by this position?

Errors detected after-the-fact.

What is the typical scope of impact to the organization for errors in this position?

Results in some workflow disruption, duplication and/or wasted resources.

WORK ENVIRONMENT

Describe the physical environment that the incumbent works in. Consideration should be given to:

- The probability or likelihood of exposure to disagreeable/hazardous elements.
- The nature of the disagreeable/hazardous element
- Length of exposure while on the job
- Travel

Complete the chart below. Answer the questions in the Key Considerations section.

Environment	% of Time
Professional office environment Yes	90
Outdoor work; seasonal conditions Yes	Job coaching environments
Other (please specify) Volatile student interactions	25
Other (please specify)	

Key Considerations:

With respect to the nature of disagreeable/hazardous elements this position is in contact with, would you describe them as:

Moderately disagreeable

With regard to the disagreeable/hazardous elements referenced above, how often does the position encounter them?

Recurring

If this position is required to engage in business related travel, what is the frequency of the travel?

Choose an item.

Travel to support students – less than 3hrs weekly.

SUPPLEMENTAL DATA

Provide any additional information which will serve to further enhance understanding of the position.

Incumbents work in an office and learning classroom environment, and the probability or the likelihood of exposure to disagreeable/hazardous elements is small.

Student interactions and group dynamics can sometimes flare up emotions or conflict where students may need support to calm down and explore some conflict management strategies. This may include coaching the student to work through the situation, asking the student to leave the room and escorting them to a quiet room, providing some verbal cues to calm down, then when appropriate talking out the situation and strategies to move forward. If regular de-escalation techniques are not working staff would seek out other staff and campus security for assistance as needed.