

POSITION DESCRIPTION FORM (PDF)

Regular Part-time Support Staff

Position Title: Learning Strategy Advisor

Position Number: PT0089

Pay Band: 11

Reports To: Manager Library and Learning Services

Appointment Type: Other-details at right.

“Other” Hours Details: 8 months

Scheduled Weekly Hours (maximum 24 hours per week): 21

PDF Completed By (Manager Name): Julie Middleton

Effective Date: July 11, 2023 **Last Revision:** July 11, 2023

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

As a crucial member of the Library and Learning Services team, the incumbent is part of a team that plays a critical role in student success. The incumbent provides comprehensive learning development supports using a variety of appropriate learning methods, learning assessments, approaches, and strategies while considering a complexity of factors including functional limitations.

The focus of the position is providing specialized support, guidance, and strategy instruction to students with diverse learning profiles and challenging learning, physical, and mental health disabilities including students with multiple disabilities to assist students in developing skills to achieve success and maximizing their potential.

The incumbent will maintain a currency in assistive technologies and provide assistive technology support to students, including accessing alternative texts and training students in the effective use of emerging academic technologies to enhance and support learning.

PART ONE: *(continued)*

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%.

	Approximate % of time annually*
<p>1. Facilitating Learning Skill Development for Students with Disabilities</p> <ul style="list-style-type: none">• Based on the results of interviews with student's, with diverse learning profiles, observation of student work, referral information and assessment of students' skills, develops and implements personal learning strategy plans and research techniques to meet students' individualized learning needs and assists them to apply these strategies to reach their potential• Customizes appointments and strategies to support students' development based on individual needs.• Develops and provides exercises and examples to reinforce concepts such as organizational skills, time management, note taking, study skills, self-advocacy skills, preparing for exams, organizing and formatting assignments, essay writing, dealing with procrastination, improving motivation, memory techniques, goal setting, reading textbooks	70%

<p>effectively, dealing with test anxiety, metacognition, and assesses and monitors progress.</p> <ul style="list-style-type: none"> ● Facilitates conversations with students about goals skills development. ● Assists students to develop the problem-solving skills needed to apply their acquired knowledge to various problem situations. ● Assists students with research methods for assignments using educational software and other research techniques ● Assists students with identified and potential barriers to learning and/or academic success and works with the student to develop skills to overcome them. ● Facilitates the effective use of emerging academic technologies to enhance and support learning. ● Observes student progress and records relevant data (may provide status reports for professors and counsellors). ● Liaises with faculty, counsellors, assistive technologists, and other college personnel, as required. ● Provides information about College policies, service areas, Accessibility Services' procedures. ● Facilitates appropriate recommendations of other available services to support student issues such as personal concerns, other academic concerns, career concerns, etc. 	
<p>2. Programming, Administration, and Resource Development:</p> <ul style="list-style-type: none"> ● Keeps accurate confidential case notes on student involvement, progress, strategies, and recommendations. ● As assigned, develops, coordinates, delivers, and assesses specialized programming (for instance, resilience programs) for targeted student populations in partnership with other service areas (for example, Counselling, Indigenous Student Services, etc.). ● Researches, identifies, creates, revises, and maintains appropriate supplemental learning resources for students including hand-outs, inventories, videos, and workshops ● Assists with other divisional initiatives and special projects such as training/orientation of other staff and various special programming events. ● Lead on integrating new technologies into learning strategies' programming for students with disabilities. ● Develops, and participates in, initiatives to foster continuous improvement of programs and services ● Collects, organizes, and analyzes data as it relates to usage of support 	15%

<p>3. Assistive Technology</p> <ul style="list-style-type: none"> ● Trains and assists students with effectively utilizing assistive technology ● Identifies opportunities to integrate assistive technologies into learning strategy instruction for students within Accessibility Services. ● Supports the Assistive Technologist in Accessibility Services. ● Maintains an awareness of current and emerging assistive technologies 	5%
<p>4. College Community and College-Wide Activities</p> <ul style="list-style-type: none"> ● Promotes the department's services across the college to improve awareness and accessibility for students. ● Participates in college-wide committees as a representative of Accessibility Services to ensure decision-making is inclusive and takes into consideration the needs of students with disabilities. 	5%
<p>5. Other related duties as assigned</p>	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 three (3) year college diploma or, three (3) university degree.

Field(s) of Study:

Educational Assistant or related field such as Social Service or Education

Other Vocational Certifications and/or Apprenticeships:

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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:

Three (3) years

Additional Skills & Abilities:

Practical related experience assisting the learning development of a variety of adult clients (students) with a wide range of disabilities and learning profiles

Experience in an academic environment with a focus on student service; experience in the post-secondary sector is an asset.

Experience working in a post-secondary environment providing strategy instruction one on one and in groups

Experience working independently within a team environment, prioritizing and organizing own work.

Proven ability to work collaboratively with internal partners.

Demonstrated ability to effectively communicate with diverse audiences.

Experience with issues of diversity, accessibility, inclusion, and confidentiality.

Proven ability to produce clear and professional case notes

Experience using computer technology and integrating digital technology with learning strategies.

Experience delivering creative and flexible learning strategies

Experience working with struggling students using active listening, situation analysis, problem solving and reasoning

Broad knowledge of post-secondary programs, processes, policies, procedures, and campus resources.

Cultural competency and sensitivity.

Strong critical thinking, advising and teaching skills

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 Develops appropriate learning strategies and research techniques to meet students' individualized learning needs using their understanding of learning challenges and disabilities to successfully apply accommodations and strategies to individual learners.
Description Chooses and provides exercises and examples to reinforce concepts; assists students to maximize benefits of assistive technology; provides one-one format and/or group tutoring; assists students to develop problem-solving skills; assists students with research methods for assignments.

Example #2

Task / Activity Supports, coaches, and motivates students who present as overwhelmed and unmotivated academically. Student may be experiencing personal issues affecting academic success.
Description Explore learning barriers collaboratively with student which requires patience, empathy, excellent interpersonal skills, effective problem-solving skills, and the ability to create a caring and nonjudgmental atmosphere Using identified areas of challenge and motivational barriers, the incumbent would determine the best approach to address the situation and develop individualized learning goals as appropriate.

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 specific and related.

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 The incumbent is required to monitor the progress of students receiving learning strategies instruction.
Description Based on progress, must adapt the strategies to the level and learning style of the student. Must determine when to consult with colleagues to redesign/modify learning strategies to support and encourage students to continue with their studies.

Example #2

Task / Activity Developing appropriate learning strategies based on needs identified.
Description Chooses relevant exercises and examples to reinforce concepts and help students gain confidence, master new strategies and develop problem-solving skills needed to apply their acquired knowledge to various problem situations.

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:

Interpretation of complex data or refinement of work methods.

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 Keyboarding
Description Recording student progress reports, communicating with students and other staff.

Example #2

Task / Activity Research on computer
Description Researching new strategies and integrating technology.

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
Keyboarding	10%
Computer research	10%

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 Lifting and carrying resource materials (eg. books).
Description Lifting and carrying resource materials from one area to another.

Example #2

Task / Activity Pushing computer stands.
Description Pushing portable computers on wheels in and out of offices.

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

Task	% of Time
Lifting, carrying	5%
Walking, pushing, climbing stairs	5%

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 Visual and auditory concentration
Description This position requires significant visual and auditory concentration. Student appointments are usually about one hour in duration and a typical day usually involves 5-7 appointments over the course of a day. This position requires a high level of sensitivity, understanding and patience with students, particularly students with learning disabilities. Regular notes and reports outlining the progress that students are making is required. Counsellors and the Learning Strategist would use these observations to maintain or modify accommodations and other services each semester.

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:

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

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 difficult and emotionally upset students who may be dealing with a wide variety of challenges.
Description The diversity of student needs and their frustrations places strain on the incumbent to remain positive, creative and adaptive.

Example #2

Task / Activity Report writing on student progress
Description Requires concentration and accuracy as the Counsellors and Learning Strategist rely on this information to ensure the most appropriate strategies and accommodations are in place for each individual student requiring Accessible Education services.

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 are infrequent.

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

Task	% of Time	Predictability*
Visual and auditory concentration	75%	TP (Tends to be Predictable)

		Choose an item.
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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	Developing learning strategy instruction appropriate to the individual student needs.
Description	Based on disabilities and accommodation plan, develops, and implements learning strategy instruction specific to each situation. Must adjust accordingly as student progresses. Ongoing evaluation and re-evaluation of the students' progression, motivation, self-awareness, acquisition, development and independent application of recommended strategies and skills. Applies practical experience, skills, and knowledge of accommodations and services to determine appropriate solutions and referrals.

Example #2

Task / Activity	Preparing study skill sessions.
Description	Incumbent chooses exercises and examples to reinforce concepts such as organizational skills, time management, note taking, study skills, exam preparation, etc.

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?
Mostly reviewed at point of task completion.

Describe duties which are the incumbent's responsibility where independent action requires initiative and/or creativity and indicate how often the duties occur.

Modifying learning strategies to assist a student who has become frustrated and is not progressing.

Identify the typical situations or problems that are normally referred to the Manager for solution.

Extreme student behaviour problems.

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
Exchanging routine information, extending common courtesy to other staff	Updates on student progress	Daily
Explanation and interpretation of information or ideas with Learning Strategist	Receive and discuss learning plans	Weekly
Training and guiding students	Implementing appropriate learning strategies and technologies into the academic work.	Daily
		Choose an item.
		Choose an item.
		Choose an item.

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 guidance/technical advice of a specialized nature; seeks to secure cooperation of others.

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

Regular involvement with significant disclosure implications.

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 Providing the appropriate strategies and guidance in remediation sessions.
Description Effectiveness of strategies and remediation sessions is critical to the students' ability to be successful in the learning environment.

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:

How are errors typically detected for work completed by this position?
Errors usually detected through verification and review processes.

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	95%
Outdoor work; seasonal conditions No	
Other (please specify) Frustrated students displaying difficult behaviour	2%
Other (please specify) Frustrated students – communications difficulties	25%

Key Considerations:

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

Slightly disagreeable

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

Occasional

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

Occasional (10%-30% of their time in transit)

SUPPLEMENTAL DATA

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

[Click here to enter text.](#)