# Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant

Position Title:  Learning Strategy Advisor                              Payband:  H

Position Code/Number (if applicable):

Scheduled No. of Hours_____35____

Appointment Type:  ____X_____12 months  _____less than 12 months

Supervisor's Name and Title:  Director, Student Learning Supports

Completed by:                                          PDF Date:

**Signatures:**

Incumbent:                                              Date:
(Indicates the incumbent has read and understood the PDF)

Supervisor:                                             Date:

**Instructions for Completing the PDF**

1.  Read the form carefully before completing any of the sections.

2.  Answer each section as completely as you can based on the typical activities or requirements fo the position and not on exceptional or rare requirements.

3.  If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.

4.  Ensure the PDF is legible.

5.  Responses should be **straightforward and concise using simple factual statements.**

**Position Summary**

Provide a concise description of the overall purpose of the position.

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, primarily in the summer semesters.

**Duties and Responsibilities**

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty.  Describe duties rather than detailed work routines.

| | Approximate % of time annually* |
|---|---|
| 1. **Facilitating Learning Skill Development for Students with Disabilities**<br>• 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<br>• Customizes appointments and strategies to support students' development based on individual needs.<br>• 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 effectively, dealing with test anxiety, metacognition, and assesses and monitors progress.<br>• Facilitates conversations with students about goals skills development.<br>• Assists students to develop the problem-solving skills needed to apply their acquired knowledge to various problem situations.<br>• Assists students with research methods for assignments using educational software and other research techniques<br>• Assists students with identified and potential barriers to learning and/or academic success and works with the student to develop skills to overcome them.<br>• Facilitates the effective use of emerging academic technologies to enhance and support learning.<br>• Observes student progress and records relevant data (may provide status reports for professors and counsellors).<br>• Liaises with faculty, counsellors, assistive technologists, and other college personnel, as required.<br>• Provides information about College policies, service areas, Accessibility Services' procedures.<br>• Facilitates appropriate recommendations of other available services to support student issues such as personal concerns, other academic concerns, career concerns, etc. | 70% |

| | |
|---|---|
| **2. Programming, Administration, and Resource Development:**<br>• Keeps accurate confidential case notes on student involvement, progress, strategies, and recommendations.<br>• 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.).<br>• Researches, identifies, creates, revises, and maintains appropriate supplemental learning resources for students including hand-outs, inventories, videos, and workshops<br>• Assists with other divisional initiatives and special projects such as training/orientation of other staff and various special programming events.<br>• Lead on integrating new technologies into learning strategies' programming for students with disabilities.<br>• Develops, and participates in, initiatives to foster continuous improvement of programs and services<br>• Collects, organizes, and analyzes data as it relates to usage of support | 15% |
| **3. Assistive Technology**<br>• Trains and assists students with effectively utilizing assistive technology<br>• Identifies opportunities to integrate assistive technologies into learning strategy instruction for students within Accessibility Services.<br>• Supports the Assistive Technologist in Accessibility Services.<br>• Maintains an awareness of current and emerging assistive technologies | 5% |
| **4. College Community and College-Wide Activities**<br>• Promotes the department's services across the college to improve awareness and accessibility for students.<br>• 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% |
| 5. Other related duties as assigned | 5% |

\* To help you estimate approximate percentages:

| | | |
|---|---|---|
| ½ hour a day is 7% | 1 hour a day is 14% | 1 hour a week is 3% |
| ½ day a week is 10% | ½ day a month is 2% | 1 day a month is 4% |
| 1 week a year is 2% | | |

## 1. Education

**A.** Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study.  Do not include on-the-job training in this information.

☐ Up to High School ☐ 1 year certificate 2 year diploma

☐ Trade certification       X   3 year diploma / degree     ☐  4 year degree or 3 year diploma / degree plus professional certification

☐ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification

☐ Doctoral degree

Field(s) of Study:

> Education, Social Work, Disability Studies, Psychology, or a related field.

**B.** Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s).  Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position.  Do not include courses that are needed to maintain a professional designation.

X   No additional requirements

☐  Additional requirements obtained by course(s) of a total of 100 hours or less

☐  Additional requirements obtained by course(s) of a total between 101 and 520 hours

☐  Additional requirements obtained by course(s) of a total of more than 520 hours

5

## 2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job.  This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience.  Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

☐ Less than one (1) year

☐ Minimum of one (1) year

☐ Minimum of two (2) years

X Minimum of three (3) years

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.

□   Minimum of five (5) years

□   Minimum of eight (8) years

### 3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

|  | #1 regular & recurring |
|---|---|
| Key issue or problem encountered. | Student at risk of being academically unsuccessful and experiencing barriers to learning and in need of learning strategy and skill development. |
| How is it identified? | Student is struggling or failing to perform in their courses or assessments and is referred by various College partners, including Counselling and Accessibility Services, Faculty members, self-referral etc. |
| Is further investigation required to define the situation and/or problem?  If so, describe. | Initial exploration of the students' unique learning needs, strengths, and opportunities for growth is done by creating a supportive and confidential environment to build rapport to develop a comprehensive and individualized learning plan.<br><br>Examine and monitor student's learning skill/strategy development and emerging needs; Investigate additional and relevant strategies and skills to be applied to the students individualized learning plan, particularly when the student isn't aware or can't articulate their own learning challenges.<br><br>Consultation with student's Accessibility Counsellor, Faculty, or referral source may also be required. |
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | Examination and discussion of previous academic performance and strategies to determine future needs and areas for development.<br>Co-develop an individualized plan and support each students' skill development, critical thinking, and application of independent learning skills according to their plan. |

Examination and discussion of the learning challenges, barriers, and magnitude of unique learning needs.

Application of experience, comprehensive knowledge, and conscientious professional judgement to develop individualized short- and long-term learning plans and goals for a population of exceptional, diverse, and academically at-risk learners.

Determine a reasonable approach and degree of strategy instruction dependent on the students' engagement and mastery of each skill throughout the scaffolded and student-centred learning strategy/skill development process.

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.

| | |
|---|---|
| What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines). | Incumbent relies heavily on experience, professional judgement and reasoning. |
| | Training, theories and resources related to adult learning and disabilities |
| | Student feedback regarding challenges, frustrations and barriers to learning |
| | Consultation with student's Counsellor, manager or colleagues as needed |
| | Advice or recommendations from members of the Learning Specialists Association of Canada (LSAC) |
| | LSAC's professional and ethical standards as outlined in the User's Guide to AES |

### 3. Analysis and Problem Solving

| | **#2 regular & recurring** |
|---|---|
| Key issue or problem encountered | Supporting, coaching and motivating students who present as overwhelmed and unmotivated academically. Student may be experiencing personal issues affecting academic success. |
| How is it identified? | A referral is initiated by Counselling and Accessibility Services. In some instances, a student registered with Accessibility Services may self-refer. |
| | Student may present as frustrated, anxious, depressed, overwhelmed and/or disengaged in their academics, student life activities, personal life, and/or the learning strategy development process. |
| | Student may not be following through with action pieces of the goal setting process |
| | Student may begin to miss appointments and/or begin to disconnect from support |
| Is further investigation required to define the situation and/or problem? If so, describe. | In order for the student and incumbent to effectively continue with learning strategy instruction, identification of where the challenges lie in the student learning process is essential. |
| | Pre-appointment preparation using the department's database is required to gather information about the student's disability accommodations and appointment history including notes from past learning strategy appointments. The incumbent must also consider information provided by student's AES Counsellor. |
| | Ongoing discussion with the student is necessary, and during conversations with the student, the incumbent must provide a positive, inclusive, and equitable environment while respecting the student's dignity, integrity, and right to make their own choices. |
| | If challenges arise and/or if further information about the student is needed to effectively support the student, the incumbent consults with colleagues and/or manager. |
| | To further support the student, if necessary, the incumbent may refer the student to other service areas such as personal counselling. |

| Explain the analysis used to determine a solution(s) for the situation and/or problem. | Exploring learning barriers collaboratively with student requires patience, empathy, excellent interpersonal skills, effective problem-solving skills, and the ability to create a caring and nonjudgmental atmosphere<br><br>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.<br><br>If energy levels, concentration, and/or motivation are low, adjusting the learning goals, reducing the number of action steps, and simplifying the learning instruction is required.<br><br>If frustrations arise, discussing the frustrations and providing a motivating reframing of the issue is necessary.<br><br>Solutions to mitigate the functional limitations experienced are varied depending on the student. The incumbent may meet with the student multiple times for necessary learning skill development to take place.<br><br>The incumbent must have knowledge of the mental health continuum to be able to modify the amount and depth of learning skills instruction during each session as well as make proper referrals in a timely manner.  The incumbent must demonstrate a level of comfort and knowledge of mental health to have meaningful conversations with the student while addressing learning barriers. |

| | |
|---|---|
| What sources are available to assist the incumbent finding solution(s)?  (eg. past practices, established standards or guidelines). | The incumbent relies heavily on training, experience and professional judgement<br><br>Training and resources related to a variety of disabilities<br><br>Student's grades and feedback regarding difficulties, frustrations, challenges and development<br><br>Consultation with colleagues and counsellors, faculty and/or manager<br><br>Professional notes taken on sessions to date to assist in targeting problem areas while incorporating student strengths in the problem-solving process<br><br>Evaluation of the effectiveness of learning support with the student<br><br>Resources from training in mental health first aid and other mental health training (For example, Safe Talk Suicide Prevention)<br><br>Crisis support as needed during sessions while contacting campus security and counselling services |

### #3 regular & recurring

| | |
|---|---|
| Key issue or problem encountered | Student failing multiple courses and considering withdrawing from the college due to consistently performing poorly on assessments in addition to a lack of understanding of how their recent disability diagnosis or suspected diagnosis affects their learning and well-being. |
| How is it identified? | A referral is usually initiated by Counselling and Accessibility Services. In some cases, a student may reach out for service or be directed to service by College faculty or staff. |

| | |
|---|---|
| Is further investigation required to define the situation and/or problem?  If so, describe. | Further discussion is essential to understand the factors that may be involved in poor academic performance, reasons for considering withdrawing, and the personal, social, and/or institutional barriers. Multiple issues are almost always involved.

The incumbent may work with the referral source to gather and review information including student's background, academic history. and appointment history from the department's database.

The incumbent guides and coaches the student to articulate their challenges and barriers. Conversations must be done in a sensitive manner using skilled interviewing techniques and a student-centred, goal-oriented communication style. |
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | Each situation is unique and each student has their own circumstances and challenges. The incumbent must use sound judgment to guide the student towards developing a plan to maximize their academic potential. The incumbent uses experience and knowledge of adult learning principles, disability accommodations, internal college procedures, academic deadlines, programs, courses, and student services to assist the student.

The student is often unaware of the multitude of aspects (habits, health, motivation, functional limitations, deficits in executive functioning skills) that affect academic performance and success. The incumbent must be skilled at questioning students and reflect on responses to understand the barriers to success.

The incumbent must work in collaboration with each student to develop individualized goals and solutions to assist the student in reaching their academic potential.  These plans are often comprised of various strategies and approaches including, incremental skill development, self-advocacy, notetaking, use of technology, anxiety and stress management. The incumbent utilizes a person-centred lens and supports the student in understanding the purpose or function of the strategies suggested. A solution may involve a referral to interdepartmental service areas and/or a referral to Assistive Technology or AES Counsellor within the department. |

| What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines). | Broader knowledge resources around student success and advising best practices |
| --- | --- |
| | Training and resources related to accessibility issues for post-secondary students |
| | Consultation with members of the Learning Specialists Association of Canada (LSAC) |
| | Consultation with colleagues |
| | Student's grades |
| | Student's feedback |
| | Web research |

**Analysis and Problem Solving**

| | **#1 occasional** |
| --- | --- |
| Key issue or problem encountered | Student is referred by counselor for assistive technology. The student requires training or could benefit from other learning technologies to improve access to learning. |
| How is it identified? | A referral from Accessibility Counsellor or Assistive Technologist or by self-identification. |
| Is further investigation required to define the situation and/or problem? If so, describe. | Further discussion is necessary to determine the learning barriers for the particular student, which technologies would be most beneficial to improve student's access, and the level of training that is required for the technology.<br><br>While meeting with student, barriers to learning and past history of technology use would be discussed.<br><br>It is also necessary to determine the student's comfort level and experience with technology as well as reasons student may be apprehensive regarding the use of a particular technology. |

| | |
|---|---|
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | Typically, the type of assistive technology accommodations required for a student are provided by Accessibility Counsellor, but not always.<br><br>If, through discussions with the student, the incumbent determines that technology accommodations would be beneficial for testing purposes or accessible textbooks, the student would be referred back to the Counsellor to explore assistive technology accommodation.<br><br>If assistive technology accommodations are not granted as an accommodation, the use of technology to aid learning and studying may still be explored.<br><br>The incumbent must determine which hardware and/or software would best suit a student's accommodations and/or learning profile based on factors such as ease-of-use, technology/equipment available to the student, cost, and hardware/software licensed for student use at the College. |
| What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines). | Consultation with Assistive Technologist.<br><br>Consultation with Accessibility Counsellor.<br><br>Student feedback.<br><br>Case history.<br><br>Information and resources about assistive technology.<br><br>Knowledge of College's available software. |

#### ~~#2 occasional~~

| | |
|---|---|
| Key issue or problem encountered | |
| How is it identified? | |
| Is further investigation required to define the situation and/or problem? If so, describe. | |

| Explain the analysis used to determine a solution(s) for the situation and/or problem. | |
|---|---|
| What sources are available to assist the incumbent finding solution(s)?  (eg. past practices, established standards or guidelines). | . |

## 4.   Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

**#1 regular & recurring**

| List the project and the role of the incumbent in this activity. | Planning strategies and strategy sequencing for students |
|---|---|
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | <ul><li>Knowledge of various types of disabilities</li><li>Knowledge of program/course curriculum</li><li>Organization of resources</li><li>Time management</li><li>Prioritizing</li><li>Planning and sequencing</li><li>Clear, concise Note-taking</li></ul> |
| List the types of resources required to complete this task, project or activity. | <ul><li>Evidence-based learning strategy resources from a number of sources and reference materials</li><li>Resources may need to be designed and developed to meet a specific student's need</li><li>D2L Strategy Resources and internal Learning Strategy resource folders</li><li>Consultation with Learning Strategist, ~~as required when~~ as needed</li></ul> |

| | |
|---|---|
| | • Student's expressed goals and experience |
| How is/are deadline(s) determined? | Initial appointment is either done by Accessibility Counsellors or scheduled by incumbent after receiving a referral. |
| | Ongoing appointments are determined through mutual agreement between the incumbent and the student. |
| | Incumbent manages appointment schedule. |
| | Students may connect via online booking program and/or email to book follow-up appointments. |
| Who determines if changes to the project or activity are required?  And who determines whether these changes have an impact on others?  Please provide concrete examples. | Incumbent, through use of professional judgement and assessment of student progress and readiness, has discretion over the sequencing of strategy delivery and material covered during learning strategy sessions with the student |

## 4.  Planning/Coordinating

**#2 regular & recurring**

| | |
|---|---|
| List the project and the role of the incumbent in this activity. | Based on emerging student learning needs, incumbent prepares and delivers learning strategies workshops, drop-in sessions, and/or orientation workshops. |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | • Research skills<br>• Written communication<br>• Organizational and Time Management Skills<br>• Reading & Notetaking<br>• Group management skills<br>• Presentation and facilitation skills<br>• Marketing of workshops to students |
| List the types of resources required to complete this task, project or activity. | • Internet and various texts covering learning skills and strategy development<br>• Consultation with colleagues and faculty members |

| | |
|---|---|
| How is/are deadline(s) determined? | Mutually agreed upon between incumbent and department requesting workshop while being mindful of student needs, interests and availability. |
| Who determines if changes to the project or activity are required?  And who determines whether these changes have an impact on others?  Please provide concrete examples. | The incumbent, along with Learning Strategy team, determines the content of ~~labs~~ workshops according to student learning needs. For example, in the weeks approaching midterm exams, the focus will be on study skills and test-taking skills.  At the beginning of the term, focus may be given to organization and time management of course material. |

### #3 regular & recurring

| | |
|---|---|
| List the project and the role of the incumbent in this activity. | Working in various teams, the incumbent plans, coordinates and is involved in the development and delivery of a variety of academic and transitional support initiatives  (e.g First @ Fleming, Thrive @ Fleming, Student Success workshops)~~.~~ |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | Leadership<br><br>Organization<br><br>Time management<br><br>Ability to work independently<br><br>Clear communication<br><br>Knowledge of current trends in areas of learning, academic and transitional supports, holistic learning strategies and positive psychology.<br><br>Incumbent must be aware of and manage group dynamics and quickly adapt to changes in content and delivery to meet students' needs.<br><br> Marketing |
| List the types of resources required to complete this task, project or activity. | Internet, texts and existing resources<br><br>Consultation with colleagues, faculty members and students<br><br>Program specific training resources |

| How is/are deadline(s) determined? | Facilitators determine scheduling of programming prior to the beginning of each semester based on timing of past programming and student need. |
| Who determines if changes to the project or activity are required?  And who determines whether these changes have an impact on others?  Please provide concrete examples. | Workshop facilitators may modify programming content based on themes observed and student feedback during the progression of the programming. |

## Planning/Coordinating

### #1 occasional

| List the project and the role of the incumbent in this activity. | Preparing resources in Alternative Text format.  Book must be disassembled (chopped), scanned page by page, then digital file manipulated to ensure files converted to appropriate format. Electronic books must be requested from publisher, then digital file manipulated to ensure file is converted to appropriate format. Significant time involved in doing this project |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | Time management<br>Organizational skills<br>Attention to detail.<br>Software skills to manipulate digital file |
| List the types of resources required to complete this task, project or activity. | Access to scanner.  Significant time.  In-depth knowledge of appropriate software. |
| How is/are deadline(s) determined? | Always ASAP – Student with disability is waiting for the textbook |
| Who determines if changes to the project or activity are required?  And who determines whether these changes have an impact on others?  Please provide concrete examples. | Incumbent<br>Issues impacting ability to provide this accommodation in a timely manner will involve Manager, AES |

### #2 occasional

| List the project and the role of the incumbent in this activity. | |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | |
| List the types of resources required to complete this task, project or activity. | |

| How is/are deadline(s) determined? | |
| --- | --- |
| Who determines if changes to the project or activity are required?  And who determines whether these changes have an impact on others?  Please provide concrete examples. | |

## 5.  Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students).  Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise.  This is beyond being helpful and providing ad hoc advice.  It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

| Regular & Recurring | Occasional | Level | Example |
| --- | --- | --- | --- |
| X | ☐ | Minimal requirement to guide/advise others.  The incumbent may be required to explain procedures to other employees or students. | Explanation of College procedures and policies to access accommodations and/or services. |
| X | ☐ | There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks. | Demonstrating effective learning strategies such as proper time management skills and processes, steps for effective note taking, procedures for reading comprehension, writing and research skills. |
| X | ☐ | The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities. | Guides students to resources as needed (e.g. Assistive Technologist, tutors) and recommends action steps for students to develop skills to succeed academically |

| X | □ | The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction. | Incumbent works with students individually and in groups to impart learning strategies and study skills. The incumbent creates customized learning plans based on individual's needs and modifies as necessary. |
|---|---|---|---|
| □ | □ | The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed. | |

## 6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

| What are the instructions that are typically required or provided at the beginning of a work assignment? | |
|---|---|
| Regular and Recurring | Occasional (if none, please strike out this section) |
| General expectations for providing learning strategies, and study skills are established upon hire. The Incumbent may receive some training, consultation and direction from the Counsellors, Learning Strategist and/or Manager.<br>The day-to-day activities of the position require the incumbent to observe and assess student progress with an understanding of the complex factors affecting learning.<br><br>The incumbent needs to create a supportive/inclusive environment through the use of interviewing and listening. Solutions to overcome students' learning barriers must be student-centred, strengths-based, and goal-oriented. Each situation is unique, and the incumbent must create individualized student learning strategy plans. The incumbent must also be able to independently triage situations and recognize when a referral to other services is appropriate. | |

| What rules, procedures, past practices or guidelines are available to guide the incumbent? | |
|---|---|
| **Regular and Recurring** | **Occasional (if none, please strike out this section)** |
| Procedures, policies and practices have been established within Counselling and AES for these services.<br>Ongoing guidance, training and mentorship are in place for this position<br>When facilitating learning strategy development, there are some general practices and general guidelines prescribing how the learning skill development is to be done as this is a specialized role | |

| How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)? | |
|---|---|
| **Regular and Recurring** | **Occasional (if none, please strike out this section)** |
| There is the opportunity for consultation with other team members. The Learning Strategist is in a mentoring role with the LSA however, they do not check the LSA's work with students. Inadequate performance would surface by exception as a result of complaints from students or problems with the LSA's interaction within the team<br>Due to the frequent, varied, unique, and complex interactions with students which involve discussions of students' learning/personal challenges, much of the work is not reviewed. It is the responsibility of the incumbent to act in manner that supports students' success and well-being. | |

6. **Independence of Action**

| Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor? | |
|---|---|
| Regular and Recurring | Occasional (if none, please strike out this section) |
| Changes to a student's level of accommodation or additional hours of learning strategies would be made in consultation with Accessibility Counsellor. | Consultation with other departments within the College dealing with student success.

Working with a Counsellor in a Case Management Team meeting to discuss and develop other support services or accommodations that would benefit the student. |

| Describe the type of decisions that would be decided in consultation with the Supervisor. | |
|---|---|
| Regular and Recurring | Occasional (if none, please strike out this section) |
| Normally, the supervisor would only become involved when issues like extreme behavioural problems with students occur

The incumbent may consult with the supervisor for planning department-wide programming or suggesting changes to existing programming.

The incumbent is expected to assess own caseload and expected to advise manager if number of referrals has reached capacity. | |

| Describe the type of decisions that would be decided by the incumbent. | |
|---|---|
| Regular and Recurring | Occasional (if none, please strike out this section) |

The incumbent independently guides the student during learning skill development process and recommends a course of action. The incumbent independently creates individualized learning plans for students and determines what learning skills will be developed in each session.

Follow-up is necessary to continue learning skill development and/or assess the effectiveness of actions.

Independent action occurs when revising content and delivery during one-on-one instruction and group facilitation.

Referrals to counsellors and other service areas are done independently.

## 7.  Service Delivery

This section looks at the service relationship that is an assigned requirement of the position.  It considers the required manner in which the position delivers service to customers.  It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently.  It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement.  A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers.  Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

| Information on the service | | Customer | Frequency (D, W, M. I)* |
| --- | --- | --- | --- |
| How is it received? | How is it carried out? | | |
| Students book their appointments with the LSA using an on-line booking system or referral by Accessibility Counsellor | Incumbent meets with students to identify barriers to success, develop learning goals, and deliver individual learning strategy instruction. | Students | D |
| Counsellors may need information about students' learning progress to assist with case management. | Incumbent shares information. | Staff | M |
| Manager/director may need knowledge of common challenges occurring with student disability population. | Incumbent gathers information and shares statistics and trends | Staff | I |
| Training for other AES staff | Incumbent provides a portion of this training for new colleagues | Staff | I |

\*    D = Daily    W = Weekly    M = Monthly    I = Infrequently

**8. Communication**

In the table below indicate the type of communication skills required to deal effectively with others.  Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

| Communication Skill/Method | Example | Audience | Frequency (D, W, M ,I)* |
|---|---|---|---|
| Exchanging routine information, extending common courtesy | General communication with colleagues<br><br>Building trust and rapport with students<br><br>Update on student status<br><br>Meetings students and personnel<br><br>Providing verbal or written updates on student status as required | College Staff<br><br>Students<br><br>Director<br><br>Learning Strategist<br><br>Counsellors<br><br>Accessibility Services Staff | D |
| Explanation and interpretation of information or ideas | Discuss issues that arise in learning strategy sessions with Learning Strategist, Counsellor and/or Manager<br><br>Discuss academic success strategies and plans for students<br><br>Keeping detailed written progress notes<br><br>Discussing alterations in student's accommodations | Learning Strategist<br>Counsellors<br><br><br>Counsellors<br>Students<br>AES Counsellors | M<br><br><br><br>D<br><br>M |
| Imparting technical information and advice | Advises students on suitable learning/assistive technologies.<br><br>Imparts technical training on different learning/assistive technologies.<br><br>Guides students on navigating learning management system | Students | W<br><br>I<br><br><br><br>W |
| Instructing or training | Incumbent delivers formal educational programming and workshops using principles of adult learning and universal design. | Students | M |

| Obtaining cooperation or consent | Students with barriers may lack motivation and require a level of persuasion to engage in the learning development process | Students | W |
| Negotiating | | | |

\*    D = Daily    W = Weekly    M = Monthly    I = Infrequently

## 9.  Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis.  Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity.  Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

| Physical Activity | Frequency (D, W, M, I)* | Duration | | | Ability to reduce strain | | |
|---|---|---|---|---|---|---|---|
| | | < 1 hr at a time | 1 - 2 hrs at a time | > 2 hrs at a time | Yes | No | N/A |
| Lifts and carries books | I | X | | | X | | |
| Sitting | D | | | X | X | | |
| Reaching and bending | I | X | | | X | | |
| Walking, climbing stairs | I | X | | | X | | |
| Standing during presentations/facilitations | I | | X | | | | |

\*    D = Daily    W = Weekly    M = Monthly    I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

| | |
|---|---|
| X    Light (up to 5 kg or 11 lbs) | Carrying textbooks, resources |
| □    Medium (between 5 to 20 kg or 11 to 44 lbs) | |
| □    Heavy (over 20 kg or 44 lbs) | |

## 10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:
- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

| Activity #1 | Frequency (D, W, M, I)* | Average Duration | | |
|---|---|---|---|---|
| | | Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
| Incumbent must maintain audio/visual concentration in sessions with students to determine what the learning issues are and how best to deal with them in terms of utilizing appropriate strategies. | D | | X | |

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
X   Usually
□   No

| Activity #2 | Frequency (D, W, M, I)* | Average Duration | | |
|---|---|---|---|---|
| | | Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
| Training students individually on use of assistive technology software | I | X | | |

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
X   Usually
□   No

| Activity #3 | Frequency (D, W, M, I)* | Average Duration | | |
|---|---|---|---|---|
| | | Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
| Incumbent must maintain audio/visual concentration in case management meetings in order to pay attention to the details and participate mindfully to express issues/concerns and discuss solutions to those issues | W | | X | |
| Can concentration or focus be maintained throughout the duration of the activity?  If not, why?<br>X    Usually<br>☐    No | | | | |

\*    D = Daily     W = Weekly       M = Monthly      I = Infrequently

## 11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

| Working Conditions | Examples | Frequency (D, W, M, I)* |
|---|---|---|
| X acceptable working conditions (minimal exposure to the conditions listed below) | Office environment | D |
| ☐    accessing crawl spaces/confined spaces | | |
| dealing with abusive people | | |
| dealing with abusive people who pose a threat of physical harm | | |
| ☐    difficult weather conditions | | |
| ☐    exposure to extreme weather conditions | | |
| ☐    exposure to very high or low temperatures (e.g. freezers) | | |
| ☐    handling hazardous substances | | |

| | | |
|---|---|---|
| ▫ smelly, dirty or noisy environment | | |
| X travel | To Frost campus for coverage | W (in summer) |
| ▢ working in isolated or crowded situations | | |
| ▢ other (explain) | | |

\*  D = Daily    M = Monthly     W = Weekly     I = Infrequently