

IDENTIFICATION

Department	Position Title	
Aurora College	Manager, Curriculum Development	
Position Number(s)	Community(s)	Division/Region
91-12561	Yellowknife	Community & Extensions

PURPOSE OF THE POSITION

The Manager, Curriculum Development will serve in a consultation capacity to support curriculum development and instructional design in face-to-face, blended and online/distance learning undertaken in the School of Developmental Studies (SDS) programming. This position is responsible for the development, revision, quality control, and production of Adult Literacy and Basic Education (ALBE), curricula and resources for the NWT along with the any and all programs that reside within the School of Developmental Studies including the University and College Access Program (UCAP) and the Occupations and College Access Program (OCAP). The incumbent will be responsible for developing, revising, piloting and finalizing ALBE curricula and other programs that reside within the School of Developmental Studies.

The position is responsible for working with the Chair, School of Developmental Studies along with the Vice-President, Community and Extensions to plan for and assist in providing in-servicing around the ALBE curriculum to Adult Educators in the NWT. The job responsibilities also include co-organizing and co-facilitating curriculum committee meetings and ALBE Regional In-services or one ALBE Territorial In-service a year. The Manager will also provide consultation support in creating online courses and resources to the Adult Educators and Developmental Studies Instructors. The Manager fosters an environment that supports the mission, values, goals, and policies of Aurora College and the GNWT as a whole, is consistent with adult education principles, and is respectful of the many cultures of the peoples and communities of the Northwest Territories. The Manager works within the context of the College's vision and in accordance with Aurora College Policies and Procedures.

SCOPE

The Manager, Curriculum Development reports to Vice President, Community & Extensions on all matters concerning the development and maintenance of ALBE curriculum including Access programs and related in-servicing for Adult Educators and Developmental Studies Instructors. The incumbent works in close cooperation with the Chair and also consults with Program Heads

to monitor and evaluate ALBE & Access programming in Aurora College and may work from time-to-time with the Vice-President of Education and Training along with the Vice-President, Community and Extensions along with the Director for the Centre for Teaching and Learning. The incumbent may also support the work of the Chair with other partners such as with the NWT Literacy Council and the GNWT Department of Education, Culture and Employment (ECE) and other ECE approved Government and Non-Governmental Organizations delivering Adult Literacy and Basic Education curriculum.

The incumbent must follow established policies and procedures. The incumbent has considerable authority in prioritizing tasks, using discretionary judgments and problem solving day to day curriculum development and course design functions with minimal supervision.

The incumbent coordinates and ensures that all written documentation conforms to College and departmental procedures and policies. This will include coordinating any related third-party funded projects, preparing reports and overseeing financial expenditures.

The incumbent works very closely with the Chair, School of Developmental Studies to co-develop a yearly work plan for curriculum and course development (face-to-face, distance education), curriculum pilots and curriculum resource projects are completed. Pilot sites for curriculum and/or course pilots may require further coordination with Program Heads as Aurora College uses a distributed delivery model with multi-campuses and community learning centres.

The Manager reports directly to the Vice-President, Community and Extensions. Other employees in the Community and Extensions Division will be located at other Aurora College sites so regular communication among sites is an essential role.

RESPONSIBILITIES

1. Provides research and guidance on current methods of curriculum development and curriculum development best practices.

- Conducts research and consults key collaborators for curriculum development purposes which includes program development and course design.
- Provides guidance in the development and maintenance of SDS Curriculum Development Framework.
- Develops and implements a curriculum development process to ensure quality control in the development of SDS curricula.
- Ensures that the SDS curricula and resources align in content and approach to the GNWT K-12 curricula, but still support an adult education delivery model.
- Provides a yearly work plan regarding the development, revision, and piloting of SDS curricula.
- Conducts research to gain insight and feedback from Industry partners, NWT Adult Educators and, even students, to ensure instructor buy-in and a grassroots approach to curricula and resource development.
- Uses evaluation and data to make recommendations on how to improve and revise curriculum on an annual basis.

- Writes annual reports and updates on curriculum development and pilot achievements.
- Develops briefing notes and reports for the Chair, School of Developmental Studies; Vice President, Community & Extensions; and/or President regarding the development of SDS curricula and in-servicing of Adult Educators and Campus Instructors.
- Makes recommendations to Chair and the Vice-President, Community and Extensions with respect to new and existing SDS curriculum development.
- Keeps curriculum and resource files to ensure quality or version control of the ALBE Curriculum.
- Updates and maintains the SDS curriculum e-files on the Aurora College SharePoint and curriculum repository site.
- Partners with other territorial colleges and industry partners to develop current and relevant ALBE Programming in the NWT.

2. Develops and maintains SDS curriculum in the NWT.

- Works in partnership with the NWT Literacy Council and the Chair, School of Developmental Studies to develop SDS curricula and resources and the ALBE Placement Package.
- Manages multiple curriculum development projects simultaneously by prioritizing and tracking curricula and resources at various stages of the curriculum development process. Ensures that any problems are addressed and resolved quickly.
- Works in partnership with contractors hired to complete curriculum revision or development projects.
- Selects and provides guidance to seconded subject-expert instructors to provide curriculum content and delivery approach.
- Manages communication among Aurora College staff, the NWT Literacy Council, GNWT ECE, and other partners to ensure the successful completion and implementation of curriculum projects.
- Co-organizes and may co-facilitate a number of SDS curriculum committee meetings yearly with the Chair, School of Developmental Studies who is the academic lead.
- Monitors and forms SDS subject-expert curriculum committees from the Aurora College Adult Educators and may work with other subject-experts within the College or external to the College.
- Develops and adheres to a terms of reference for the SDS curriculum committee meetings and an overarching SDS steering committee.
- Sets yearly priorities for SDS/ALBE curriculum development, pilot and revision that are in alignment with Universal Design for Learning (UDL) or other adult learning principles in the revision of curricula in consultation with the Chair, School of Developmental Studies.
- Revises draft curriculum developed by the SDS curriculum committees or works with subject matter experts to oversee the revision work for recommended academic review by the Chair, School of Developmental Studies.
- Ensures alignment of SDS/ALBE curricula and resources align as appropriate in content and approach to the GNWT K-12 curricula for accreditation purposes outlined in the GNWT-ECE Adult Recognition Model.

- Ensures alignment of SDS/ALBE curricula to territorial and/or provincial or national standards to provide oversight and maintain quality assurance reviews.
- Organizes and reviews pilot evaluation results for SDS/ALBE curriculum pilots.
- Writes or coordinates the writing of annual report from curriculum committee project leads and provides updates on SDS curriculum development and pilot achievements
- Finalizes SDS curriculum for academic approval by the Chair, School of Developmental Studies as per Aurora College's Bylaws and Policies.
- Prepares curriculum and instructional materials for printing and develops outlines with the necessary basic detail to direct instruction.
- Coordinates the development and distribution of new curricula and resources to appropriate NWT NGOs, Aurora College campus teams and Community Learning Centres.
- Writes proposals to gain extra funding to support School Programming to expand or enhance programming.
- May support coordination of third party projects linked to SDS curriculum and course development work.
- Coordinates the development and distribution of new curricula and resources to appropriate Aurora College campus teams and Community Learning Centres.
- Coordinates with the Centre for Teaching and Learning Director to support consultation guidance to the Program Chair and any other program managers and instructors to evaluate online learning activities to provide a high quality learning experience for learners completing their programming by distance education.
- Reports updates to the Chair, School of Developmental Studies and the Vice-President, Community and Extensions and in some instances the Vice-President, Education and Training on the development and maintenance of SDS/ALBE curricula.
- Supports the master SDS/ALBE curricula master e-files to ensure quality or version control.
- Supports the maintenance of all final SDS/ALBE curricula master e-files with approval and review dates on electronic repository sites including SharePoint and Moodle.

3. Organizes and facilitates SDS/ALBE Regional In-services or an SDS/ALBE Territorial In-service.

- Nurtures a culture of on-going professional development among faculty by encouraging them to identify in-servicing supports and needs.
- Sets focus, in collaboration with the Chair, School of Developmental Studies and the Vice President, Community & Extensions, for Regional In-services each year.
- Co-organizes and co-facilitates Regional In-services and/or Territorial In-service.
- Provides needed resources, including binders, textbooks, e-files, course outlines, syllabi, and other materials, to the Adult Educators participating in the In-services.
- Writes proposals to gain extra funding for the Regional In-services or for major program curriculum development initiatives that are currently outside of base funds, if necessary.
- Identifies guest speakers or facilitators on topics and does the needed organization to secure the trainers for the -In-services.
- Invites other partners as applicable to in-services yearly.

- Analyzes and reports on Regional In-service evaluation results.
- Monitors Adult Educators feedback on Regional In-services to provide recommendations for upcoming in-services.
- May assist the Chair with development and formalization of a quality assurance review of all in-servicing.
- Coordinates or provides faculty in-class support and coaching to instructors using new curricula or resources, including coaching on teaching strategies and assistance in implementing curricula through classroom lessons and activities.
- May assist the Chair by providing consultation guidance to evaluate program curricula or support program reviews in order to make recommendation to improve or revise curricula or to support aspects of internal or external program reviews.
- Liaisons with Chair, School of Developmental Studies and Vice-President, Community and Extension on the impact of SDS Regional In-services in the NWT.
- Makes recommendations to Chair, School of Developmental Studies with respect to SDS Regional In-services.

4. Contributes to a variety of partnerships including those with other post-secondary institutions, GNWT ECE, and the NWT Literacy Council regarding curriculum development and program delivery.

- Researches potential funding sources and their applicability to the ALBE curriculum development and In-servicing.
- Develops proposals with evaluation benchmarks ensuring the funders' criteria are met.
- Manages all third-party training and educational contracts/agreements according to agreements and ensures all required accountabilities and reports are submitted on time and according to the funders' requirements.
- Assists the Vice President, Community & Extensions or the Chair, School of Developmental Studies in the negotiation of academic partnerships with other educational institutions (e.g. joint curriculum or program development) and ensures all aspects of those academic agreements are appropriately implemented and closely monitored.
- Develops and maintains effective working relationships with and liaises with Chairs and Curriculum Developers at other institutions such as Nunavut Arctic College and Yukon College.
- Consults with GNWT ECE K-12 experts who develop curriculum and resources for specific subjects to ensure the ALBE curricula aligns in content and approach to the equivalent K-12 levels.
- Produces culturally-sensitive curriculum and resources.
- Nurtures close working relationships with other Aurora College partners such as the Department of Education, Culture and Employment, the eight NWT School Districts & Councils, the NWT Literacy Council, and various NWT organizations with interests in training adult learners in the NWT.

5. Demonstrates commitment to on-going personal, professional development.

- Maintains knowledge of current developments in post-secondary education and adult and continuing education programs and awareness of trends and conditions affecting the programs in the SDS/ALBE and/or post-secondary curriculum development.

- Pursues a variety of routes to remain abreast of evolving thinking in the field of adult learning, adult literacy and basic education, and preparation for post-secondary studies.
- Identifies opportunities to share with staff and implement, as appropriate, tangible results of research.
- Actively pursues opportunities to continue to learn best practices in curriculum writing through research, professional development and other learning events.
- Identifies opportunities to carry out college-based research, in consultation with faculty and the Aurora Research Institute, and prepares papers to share research results.

6. Other related duties as related.

WORKING CONDITIONS

Physical Demands

This position requires a high degree of energy to deal with the range of issues associated with curriculum and resource develop and in-servicing for adult educators across the whole NWT.

Environmental Conditions

Travel by road (and winter roads) or by small aircraft to the three campuses or smaller communities for meetings or curriculum committee work can occur at any time of year. When travelling to communities, the incumbent must be prepared to live and work in a variety of conditions for short periods.

Sensory Demands

The incumbent must spend long hours in intense concentration both of a technical and an interpersonal nature; be especially adept at listening to and understanding others from a variety of cultural backgrounds; spend long hours on the computer which requires a great deal of attention to detail

Mental Demands

The incumbent often faces simultaneous, competing demands with limited resources and must be able to set priorities in an ever changing environment. The incumbent works with tight deadlines and must deal with conflicting priorities and regular interruptions. This can be a source of stress and fatigue.

KNOWLEDGE, SKILLS AND ABILITIES

The Manager, Curriculum Development requires a combination of knowledge and successful experience in the following areas:

- knowledge of current techniques and processes used in the design and development of curriculum;
- adult education, curriculum development including Universal for Design (UDL) and principles, theory, best practices and instructional strategies including adult learning and or other adult learning principles in the revision of curricula; development of course design

- knowledge of instructional design and practice relating to post-secondary or secondary academic environments and technology-based learning
- knowledge of adult education delivery approaches in education including familiarity with distance (eLearning) and face-to-face delivery methods and approaches
- knowledge of different academic testing methods including knowledge of and proficiency with how to use various assessment tools for adult upgrading and post-secondary education placement
- knowledge of online Learning management systems widely used in Canada that are most effective in meeting the needs of Indigenous Learners
- knowledge of online instruction best practices including developing online learning classroom course, activities and resources
- knowledge of academic testing methods for SDS/ALBE and Access programs including essential skills and best practices used both nationally and internationally;
- ability to provide leadership and to supervise the planning, development and establishment of new or revised SDS curricula and resources;
- ability to organize and facilitate in-servicing for adult educators;
- adult education curriculum and curriculum development;
- organization and structure of colleges; the relationships between the colleges and various partners in communities, both in the North and in post-secondary institutions throughout Canada;
- cross-cultural situations and the nature of isolated and northern communities;
- research methods, research project development and implementation, needs assessments and program evaluation and management;
- post-secondary systems, program planning, curriculum development, economic and educational trends, college and client population, and northern cultures;
- strategic planning; short and long term planning; various evaluation procedures;
- proposal development; project implementation and evaluation; report writing;
- strong communication, oral and written, public relations and interpersonal skills;
- evaluation of the effectiveness of curricula and resources to make recommendations for improvement;
- ability to mentor and train teachers, ability to hold high academic standards while also offering support and maintaining positive relationships;
- effective verbal, listening and written skills to communicate with diverse, cross-cultural groups, chair meetings, make presentations, mediate, influence and persuade;
- creative, critical and analytical approaches to program development, innovation and expansion; problem resolution; strategic planning; researching and organizing;
- ability to adapt to, communicate and manage change;
- Microsoft Office, e-mail, Internet, and basic office equipment.

Typically, the above qualifications would be attained by:

- Completion of a Master's Degree in Education;
- Completion of training in curriculum and resource development;
- Three years of program coordination experience;
- Two years of Adult Literacy & Basic Education instructional experience at the post-secondary level;

- 3 years of experience in an education setting including 2 years at a post-secondary institution;
- 2 years of curriculum and resource development experience in a cross-cultural setting.

Asset

- Experience working in Indigenous settings e.g. in Indigenous organizations
- Instruction experience at the post-secondary level
- Completion of Certificate, Diploma or Degree in Adult Education or equivalent

ADDITIONAL REQUIREMENTS**Position Security** (check one)

No criminal records check required
 Position of Trust – criminal records check required
 Highly sensitive position – requires verification of identity and a criminal records check

French language (check one if applicable)

French required (must identify required level below)
Level required for this Designated Position is:
ORAL EXPRESSION AND COMPREHENSION
Basic (B) Intermediate (I) Advanced (A)
READING COMPREHENSION:
Basic (B) Intermediate (I) Advanced (A)
WRITING SKILLS:
Basic (B) Intermediate (I) Advanced (A)
 French preferred

Indigenous language: Select language

Required
 Preferred