



IDENTIFICATION

Department	Position Title	
Aurora College	Program Head, Early Childhood	
Position Number(s)	Community	Division/Region(s)
91-13063	Yellowknife	Education & Training

PURPOSE OF THE POSITION

The Program Head, Early Childhood, is responsible for the academic and administrative leadership and direction of the Early Childhood programs college-wide. The incumbent is also responsible for instructing courses related to the Early Childhood programs, evaluating the courses, supervising students in practical environments, and leading curriculum development/revision as required. The Program Head oversees program scheduling, delivery, marketing, reporting, spending, and budgeting for these program. The incumbent is responsible for leading the recruitment, evaluation, leadership, and management of students and faculty for these programs college-wide. The incumbent manages and maintains a learning environment which is conducive to providing the highest level of education possible within the program area.

SCOPE

Reporting to the Chair, School of Education, the Program Head, Early Childhood, makes a significant College-wide contribution to the Early Childhood programs and the School of Education; the incumbent has a direct and indirect impact on instructors and students enrolled in these programs. The incumbent must be devoted to developing and delivering quality programs and courses to a broad client base across the Northwest Territories, while maintaining the appropriate diversity for the range of student needs.

The Program Head, Early Childhood, is responsible for strategic direction and program planning, management, promotion, recruitment, delivery, evaluation, spending, budgeting, and program related reporting. The incumbent oversees, plans for and identifies instructor workloads to ensure program delivery needs are met and ensuring academic standards and integrity are met and are consistent college-wide. The Program Head works directly with the Chair, School of Education, on the strategic planning and delivery of the Early Childhood programs college-wide. The incumbent is responsible for promoting a positive image of the College and ensuring quality delivery within the program area. The Program Head, Early Childhood, acts as the representative for this program area college-wide and as a liaison with

other campuses, institutions, and organizations on committees and teams and coordinates curriculum and program advisory committees. As part of the College team, the Program Head is required to complete, and ensure that all faculty complete, a variety of non-instructional duties that may be required to attain the goals of Aurora College. The Program Head represents Aurora College and the Early Childhood programs on both internal and external committees and teams related to program delivery, curriculum, accreditation, and partnerships.

The Program Head, Early Childhood, directly and indirectly consults with and supports the work of the instructional staff and fosters the development of teamwork college-wide. The incumbent also fosters an environment which is supportive of student learning and scholarship, and strives for student satisfaction with the Early Childhood programs, courses, program delivery, and the quality of instruction. The Program Head encourages instructors to be innovative in approaches to teaching and learning. The Program Head attends to human resource matters jointly with the Chair, School of Education, affecting recruitment and replacement of instructors, as well as the orientation, training, and professional development of instructors, the development of job descriptions, and the performance planning and appraisal of instructional staff.

The Program Head has instructional responsibilities, and must be devoted to developing and delivering quality programs and courses and promoting positive career development of adult students, within communities of the Northwest Territories. The incumbent conducts program related needs assessment and delivers and evaluates programming to meet those needs. As the lead instructional staff for the Early Childhood programs college-wide, the incumbent is responsible for ensuring all aspects of student counseling, programming, and discipline as necessary.

Instruction can be scheduled in a number of ways depending on the particular delivery approach of the course and/or program (e.g. semester, block, distance delivery, evening). The incumbent will be required to teach courses or modules in community locations or other campuses from time to time as required by the design format of the particular program being taught. The Program Head must instruct, and ensure that all faculty instruct in order to meet defined and detailed instructional objectives and program standards. Those standards are often imposed by relevant external accreditation organizations, associations, agencies government departments, and/or boards. The incumbent is required to complete ongoing professional development and maintain certifications and licenses as required by the Collective Agreement and program needs. The incumbent must also maintain currency of knowledge and expertise through regular professional development, work experience, and study.

The Program Head, Early Childhood, is required to coordinate, lead, and attend regular program meetings, and report regularly to the Chair, School of Education, on student progress, faculty issues, and program delivery. The Program Head seeks input and supports from program faculty to lead program and course curriculum development and revision. The Program Head works collaboratively with the Chair, School of Education on relationships with institutional partners and accreditation particularly related to program delivery college-wide.

The Program Head, Early Childhood, is directly responsible for a program budget of between \$200K and \$500K annually, which includes O&M, staff, and programs. The Program Head works

collaboratively with the Chair, School of Education on budget development, monitoring, and reporting.

RESPONSIBILITIES

1. Provide and direct overall academic leadership college-wide.

- Develop and direct program delivery in collaboration with other appropriate staff college-wide
- Oversee development of master timetables and instructor workloads in collaboration where necessary with other program leadership
- Develop short and long-term program plans in consultation with Chair, School of Education
- Develop partnerships and collaborative supports for program and students
- Lead curriculum development, review, and revision
- Review and approve course syllabi for courses within program college-wide to ensure consistency of academic standards
- Deal proactively and constructively with staff and student issues/concerns
- Ensure curriculum standards are understood and programming is offered to meet standards: program, safety, external, internal, occupational, professional, national, and territorial.
- Ensure curriculum is relevant and appropriate for the NWT
- Oversee the scheduling of courses to ensure optimum instructor, resource and equipment utilization
- Contribute to student satisfaction by ensuring quick response to student complaints, concerns, and suggestions and ensure student surveys/evaluations are completed for each course/program
- Provide students with academic counseling, tutoring, and discipline
- Works with partner institutions and departments regarding student matters, transferability, instructor approvals, and delivery of partner courses
- Ensure that all relevant College policies and procedures are followed appropriately
- Maintain knowledge of current developments and trends in post-secondary education and program area
- Determine college-wide program institutional requirements and identifies appropriate institutional needs jointly with Chair, School of Education, and other appropriate staff
- Collaborate with student services staff such as counselors, tutors, registrar, finance, and residence to ensure supports are available for all program students
- Ensure support services and other resources necessary for effective teaching is available to faculty and recommend purchase of library resources and other resources relevant to program

2. Manage and supervise instructional faculty.

- Attend to college-wide program personnel matters jointly with Chair, School of Education, including staffing and progressive discipline
- Review and approve college-wide program faculty professional development plans
- Define and detail instructor and senior instructor qualifications for the Early Childhood programs

- Recruit, hire, supervise, and evaluate program instructional faculty
- Support the work of instructional staff and foster teamwork
- Encourage program faculty to liaise with and support faculty at other campuses and community learning centres
- Prepare and present college-wide program faculty orientation and other training sessions
- Monitor program delivery and assist college-wide program faculty with effective instruction and encourage faculty to be innovative with instructional methods and curriculum development
- Ensure regular, thorough evaluation of the instruction and instructional methods used in the program college-wide

3. Provide administrative direction of program college-wide.

- Manage budget, variance reports, and O&M for program delivery, college-wide
- Jointly manage related programs in concert with main program delivery and in consultation with appropriate related program leadership
- Strategically plan for and acquire facilities, resources and equipment for program delivery, college-wide
- Oversee admission procedures and standards for students seeking admission to the program
- Works with Registrar on processes and issues related to admissions, registrations, dismissals, terminations, transcripts and completions
- Review and acquire recommended course materials and supplies
- Provide pertinent information for new initiatives as required
- Prepare funding proposals and secure funding for new initiatives
- Develop proposals, reports, briefings, contracts, agreements with other agencies, departments, partners, and institutions as related to program delivery college-wide
- Negotiate and manage agreements, contracts, and partnerships with other institutions, organizations and departments
- Manage annual review report for program and other appropriate reports as necessary
- Develop and maintain effective communication with faculty, other programs, other campuses, and the Aurora College community as a whole
- Organize, plan, and lead regular program meetings building teamwork with all program faculty college-wide
- Organize, lead and participate in Aurora College committees and various ad hoc committees, teams, and task forces
- Liaise with community organizations, agencies, stakeholders to build positive partnerships
- Lead program marketing and promotion in consultation with other program leadership

4. Instructs in assigned courses.

- Plan courses, units, and lessons
- Prepare syllabi and lesson plans
- Deliver/instruct content using appropriate and varying instructional methods including distance education approaches

- Develop/prepare instructional material
- Develop and revise course resources to ensure content is relevant, current, and meets professional and occupational standards
- Maintain adherence to program objectives and accreditation standards
- Present content which accurately reflects the cultural, political, social and environmental realities of the NWT and Canada
- Provide academic counseling and tutoring
- Develop, revise, update and administer evaluation instruments to monitor student progress and to provide feedback
- Develop and maintain a goal-centered progress plan for each student
- Assist other faculty and regional programs as needed
- Plan, implement, and supervise student learning in classrooms, field-based culture camps, and student-teaching practicums, and ensures safety of all relevant areas and experiences
- Ensure learning environments comply with all regulations, requirements, and laws consistent with all applicable safety, workplace, and environmental standards

5. Develop and routinely revise course materials which are relevant, current and consistent with subject content.

- Initiate and maintain contact with a broad base of human resources including professional, traditional knowledge, educational, and occupational resources
- Develop materials using a variety of media including print, visual and technology-based, to enhance instruction, including using distance education methods and approaches
- Lead and participate on College program, course and articulation committees
- Develop, review and revise program and course outlines, syllabi and lesson plans
- Collaborate with third-parties to develop unique tailored training, courses, and programs
- Support instructional faculty in efforts to develop and routinely revise course materials

6. Undertake administrative tasks related to the delivery of instructional activities.

- Complete reports as required such as student progress, registration, course and clearance reports
- Ensure program faculty comply with and apply College policies and procedures and Collective Agreement
- Recommend and acquire material, equipment, supplies and resources for student instruction
- Review and acquire recommended program/course materials, books, supplies, equipment and other resources
- Ensure program faculty maintain student records/files, as appropriate, including attendance, correspondence, and evaluations
- Coordinate and ensure instructors undertake instructional administrative tasks

7. Promote Aurora College activities, maintain public relations and market program activities.

- Organize events and presentations that promote Aurora College and the program
- Select and prepare materials for local and territorial career fairs
- Assume other tasks as may be initiated from time to time, including assistance with promotional activities
- Attend graduation, convocation, and completion ceremonies
- Coordinate and attend College and program team-building functions
- Encourage instructors to promote Aurora College and maintain public relations

8. College service.

- Lead and attend regular and extraordinary program, committee, faculty, and general staff meetings
- Support College, Campus, and departmental instructional goals
- Assist other faculty and programs as required
- Undertake special projects to support adult learning in the community and through the College
- Participate in an appropriate share of institutional service assignments
- Encourage program faculty to participate in appropriate share of institutional service assignments

WORKING CONDITIONS

Physical Demands

Instructors are required to be on their feet for up to 80% of their working day. There are physical demands associated with working on their feet. The practical nature of instruction may require the instructor to be involved with lifting heavy objects daily for up to half an hour such as boxes of books. The incumbent is required to instruct in field camp settings in multi seasonal conditions (fall, winter, spring) for up to two weeks per year that require physical exertion related to the practical nature of instruction, equipment maintenance, and general on-the-land survival.

Environmental Conditions

The incumbent is located in a pleasant instructional atmosphere. During field camp courses, the incumbent will be exposed to conditions including extreme cold and other weather conditions.

Sensory Demands

The incumbent must spend each day in concentrated listening and observing situations of both technical and interpersonal nature. The incumbent must also spend long hours each day on the computer, which requires attention to detail; and daily observation of student behavior, non-verbal communication and response.

Mental Demands

The incumbent is in a highly visible and responsible position which can at times be demanding and stressful. The incumbent may need to travel between various College locations

occasionally. Therefore travel by winter road and/or small aircraft is sometimes required.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge and skills in program-relevant areas of study, theory, and practice
- Knowledge of post-secondary program delivery, management, and leadership
- Demonstrated ability in human resource management, team building and educational leadership
- Proven skills in budgeting, financial and budget management and administration
- Proven organizational skills including project and program planning, management, leadership and delivery
- Skill in leadership, team-building, mentoring, and motivation in order to maintain faculty morale and a high level of performance
- Knowledge of post-secondary program scheduling and timetabling
- Knowledge of research methods and needs assessments to investigate program enhancement, improvement and revision
- Skill in persuading, influencing, listening, academic counseling, and facilitation when doing committee work or consulting with staff and students or initiating change
- Comprehensive knowledge of education of specific subject matter of instruction
- Ability to manage program instructional faculty and contractors
- Detailed theoretical and practical understanding of specific subject matter of instruction and broad understanding of most program subject matter
- Ability to manage, lead, and facilitate change
- Ability to innovate and initiate new curriculum, teaching methods, and policy
- Knowledge of adult education theory, program design, development, management, delivery, and evaluation
- Skill in creative, critical, and analytical thinking to monitor programs and results as well as program budgets
- Knowledge of adult instructional methods, program/project development and management, needs assessment and curriculum development
- Knowledge of all applicable laws, acts, regulations, rules, policies, guidelines, requirements, Collective Agreements and codes in specific subject matter of instruction
- Knowledge of computer programs such as: word processing, spreadsheet, database, e-mail, presentation software and Internet programs
- Knowledge of northern culture, cross cultural processes, communities and politics
- Ability to conduct basic academic counseling and provide life skill coaching
- Knowledge of the organization and structure of the College and the relationships between the College and various partners in the communities and across the Territories
- Demonstrated oral and written communication skills
- Proven skills in budgeting and anticipation of long-term needs and requirements of the program
- Ability to be involved in progressive, relevant, and ongoing, professional development activities as these activities are a required part of the profile of an instructor
- Ability to research and update course materials and delivery methods to maintain current programs
- Proven ability in proposal preparation and report writing

- Proven ability to be adaptable and flexible in teaching approaches
- Knowledge of distance education methodologies.

Typically, the above qualifications would be attained by:

- Completion of a Master's Degree in Early Childhood Development/Education
- 3 years' experience in the field of Early Childhood Development/Education
- Supervisory experience
- 3 years' instructional experience in the field of Early Childhood Development/Education at the post-secondary level
- 2 years' experience in program development in the field of Early Childhood Development/Education
- A bona fide requirement of the job is the completion of six weeks of full time coursework in adult education within the first two years of employment and completion of a certificate in Adult Education within five years of hire.

Asset

- Coursework or certification in adult education
- Experience working with Aboriginal communities
- A deep understanding of Aboriginal and Northern education issues
- Experience working in a northern community
- Research experience in the field of early childhood development/education

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 applies)

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

CERTIFICATION

Title: Program Head, Early Childhood

Position Number(s): 91-13063

<hr/> <p>Employee Signature</p> <hr/> <p>Printed Name</p> <hr/> <p>Date</p> <p><i>I certify that I have read and understand the responsibilities assigned to this position.</i></p>	<hr/> <p>Supervisor Signature</p> <hr/> <p>Printed Name</p> <hr/> <p>Date</p> <p><i>I certify that this job description is an accurate description of the responsibilities assigned to the position.</i></p>
<hr/> <p>Jane Arychuk</p> <hr/> <p>President, Aurora College Signature</p> <p><i>I approve the delegation of the responsibilities outlined herein within the context of the attached organizational structure.</i></p>	

The above statements are intended to describe the general nature and level of work being performed by the incumbents of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of this position.