



Title: Casual Instructor, Nunavut
Teacher Education Program (NTEP)
Department: Nunavut Arctic College
Community: Various
Reference Number: 051-2021-
INNTEPC
Type of Employment: Casual

Salary: \$95,882 to \$108,810 per annum for 37.5
hours/week
Northern Allowance: Varies based on community
Union Status: Nunavut Employees Union
Housing: Housing may be available
Closing date: Open until filled

Our intention with this process is to create a qualified pool of applicants to staff current and future Instructor, Nunavut Teacher Education Program (NTEP) vacancies across Nunavut's communities. Positions are available or will become available in multiple locations. Please specify in your cover letter your location of preference.

Reporting to the Manager, Teacher Education Program (TEP), the incumbent is responsible for the development, delivery and evaluation of courses and programs for the student teachers registered in the College's Teacher Education initiatives as assigned by the Manager. Program delivery may be at either a Nunavut Arctic College Campus or at various field locations throughout Nunavut.

The Nunavut Teacher Education Program is offered in partnership with the Faculty of Education at Memorial University of Newfoundland. The position contributes towards the Nunavut Teacher Education Program's objective to graduate culturally competent and bilingual teachers. Where possible, College faculty will be bilingual in Inuktitut and English. The incumbent in the position will transmit content knowledge and teaching methods in the chosen areas of specialties.

The incumbent will develop and deliver instruction as required to meet learner needs and the standards established by the partner University by preparing course syllabi; delivering lessons using a variety of instructional strategies, including face-to-face, blended, and/or online; recommending curriculum revisions; researching, reviewing and recommending resource materials to implement or enhance the program or courses; maintaining a record of all course outlines and material used in course/program delivery; developing and administering materials for learner evaluation; assessing learners' performance of skills; and travelling to other communities for course delivery when required.

The ideal candidate will have a Bachelor of Education degree **or** an undergraduate degree in a field appropriate to program offerings, **plus** a Master of Education degree **or** a Master or Doctoral degree in a field appropriate to the NTEP offerings. The candidate will also require a minimum of five (5) years teaching experience, three (3) years of which must be teaching grades within Kindergarten to Grade Twelve, training and/or experience in online instruction.

Instructional experience in adult education and or experience in teacher education as well as the ability to speak more than one of Nunavut's official languages are considered assets. Candidates with education and experience in the following concentrations are preferred: Arts and Music Education, Assessment in Education, Curriculum and Instruction, Educational Administration, Educational Psychology, Educational Research, English, Environmental Education, Indigenous Education, Indigenous History, Inuit Art, Language and Literacy Education, Language Arts, Math Education, Mathematics, Online and Distance teaching and learning, Physical Education, Psychology, Science Education, Social Justice Education, Social Studies, Sociology, Special Education, STEM Education, and Theory and Practice in Elementary Education.

If you are interested in applying for this job, please email your cover letter and resume to nachr@arcticcollege.com. Please include the REFERENCE # in the subject line of your email.

- The Government of Nunavut is committed to creating a more representative workforce so it can better understand and serve the needs of Nunavummiut. Priority will be given to Nunavut Inuit. Candidates must clearly identify their eligibility in order to receive priority consideration under the Nunavut Priority Hiring Policy.
- Employment in some positions requires an acceptable criminal record check. Possession of a criminal record will not necessarily disqualify candidates from further consideration.
- Applicants may submit their resume in the Official Language of their choice.
- Eligibility list may be created to fill future vacancies.
- Job descriptions may be obtained by fax, email or on the website.
- Only those candidates selected for an interview will be contacted.



POSSIBILITÉ D'EMPLOI AU GOUVERNEMENT DU NUNAVUT

Poste : Enseignante occasionnelle ou enseignant occasionnel, programme de formation des enseignants du Nunavut (PFEN)

Ministère : Collège de l'Arctique du Nunavut

Localités : Multiples

Numéro de référence : 051-2021-INNTEPC

Type d'emploi : Poste occasionnel

Salaire : De 95 882 \$ à \$108 810 \$ par année (37,5 heures/semaine)

Indemnité de vie dans le Nord : Selon la localité

Statut syndical : Syndicat des employés du Nunavut (SEN)

Logement : Logement peut être disponible

Date de clôture : Concours ouvert jusqu'à ce que les postes soient pourvus.

Par ce processus, nous souhaitons créer un bassin de candidates et candidats compétents pour pourvoir des postes d'enseignante et enseignant du programme de formation des enseignants du Nunavut (PFEN), qui sont actuellement vacants ou qui le seront, dans toutes les localités du Nunavut. Merci de préciser dans votre lettre d'accompagnement la localité où vous souhaitez travailler.

Sous l'autorité de la ou du gestionnaire du programme de formation des enseignants du Nunavut (PFEN), l'enseignante ou enseignant a pour mandat d'assurer l'élaboration, la prestation et l'évaluation des cours et des programmes destinés aux enseignantes et enseignants étudiants inscrits aux activités de formation du personnel enseignant du Collège de l'Arctique du Nunavut. Les cours seront donnés au campus du Collège de l'Arctique du Nunavut et dans les différentes installations satellites de l'établissement, partout au Nunavut.

Le PFEN est offert en partenariat avec la Faculté de l'éducation de l'Université Memorial de Terre-Neuve. La ou le titulaire contribue à l'atteinte de l'objectif du PFEN, soit de diplômer des enseignantes et enseignants qualifiés et bilingues, qui savent s'adapter à la culture du territoire. Dans la mesure du possible, le corps professoral du Collège doit être bilingue (inuktitut et anglais). La ou le titulaire présentera des connaissances théoriques et des méthodes d'enseignement dans les matières choisies.

La ou le titulaire conçoit les cours et enseigne de façon à répondre aux besoins des étudiantes et étudiants et à satisfaire aux normes de l'université partenaire. Elle ou il prépare les plans de cours; donne les cours en employant diverses stratégies pédagogiques (en présence, à distance ou une combinaison des deux), fait des recommandations quant aux changements à apporter au programme d'études; effectue des recherches sur les ressources documentaires qui pourraient être utilisées dans le cadre du programme ou des cours, les examine, puis formule des recommandations; tient un registre de tous les plans de cours et des documents servant à l'enseignement; conçoit et gère les ressources d'évaluation des étudiantes et étudiants; évalue les acquis des étudiantes et étudiants; et se rend dans d'autres localités pour enseigner, au besoin.

La personne idéale possède un baccalauréat en éducation **ou** un diplôme de premier cycle dans un domaine lié aux cours proposés **plus** une maîtrise en éducation **ou** une maîtrise ou un doctorat dans un domaine pertinent au regard des cours du PFEN. La ou le titulaire doit aussi posséder au moins cinq (5) années d'expérience en enseignement, dont trois (3) en enseignement de la maternelle à la 12^e année, ainsi qu'une formation et de l'expérience en enseignement en ligne.

Pour postuler à cet emploi, veuillez courrieller votre curriculum vitae ainsi qu'une lettre de motivation à l'adresse nachr@arcticcollege.com. Veuillez inscrire le NUMÉRO DE RÉFÉRENCE dans l'objet de votre courriel.

- Le gouvernement du Nunavut souscrit au principe de la représentativité de l'effectif, afin de mieux comprendre et satisfaire les besoins des Nunavummiutes et Nunavummiuts. La priorité est accordée aux Inuites et Inuits du Nunavut. Les candidates et candidats qui désirent profiter de la Politique de priorité d'embauche doivent clairement indiquer qu'ils y sont admissibles.
- Pour certains postes, l'embauche est permise sous réserve qu'en l'existence d'un casier judiciaire, celui-ci soit jugé acceptable. Le fait de posséder un casier judiciaire n'élimine pas d'emblée l'étude de la candidature.
- Les candidates et candidats peuvent envoyer leur CV dans la langue officielle de leur choix.
- Une liste d'admissibilité pourrait être établie afin de pourvoir de futurs postes vacants.
- Il est possible d'obtenir les descriptions de poste par télécopieur, par courriel ou sur le site web.
- Seules les personnes invitées pour une entrevue seront contactées.



POSSIBILITÉ D'EMPLOI AU GOUVERNEMENT DU NUNAVUT

Seront considérés comme des atouts toute expérience en éducation aux adultes ou en formation des enseignants, ainsi que la capacité de parler plus d'une langue officielle du Nunavut. On donnera la priorité aux personnes possédant un diplôme et de l'expérience dans les domaines suivants : éducation artistique et musicale, évaluation dans l'enseignement, programme d'études et enseignement, administration scolaire, psychologie de l'éducation, recherche pédagogique, anglais, éducation à l'environnement, éducation autochtone, histoire autochtone, art inuit, langage et alphabétisation, arts du langage, enseignement des mathématiques, mathématique, enseignement et apprentissage en présence et à distance, éducation physique, psychologie, enseignement des sciences, enseignement de la justice sociale, études sociales, sociologie, adaptation scolaire, enseignement des STIM (science, technologie, ingénierie et mathématiques), et théorie et pratique en enseignement primaire.

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- Le gouvernement du Nunavut souscrit au principe de la représentativité de l'effectif, afin de mieux comprendre et satisfaire les besoins des Nunavummiutes et Nunavummiuts. La priorité est accordée aux Inuites et Inuits du Nunavut. Les candidates et candidats qui désirent profiter de la Politique de priorité d'embauche doivent clairement indiquer qu'ils y sont admissibles.
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1. IDENTIFICATION

Position No.	Job Title	Supervisor's Position
	Instructor, Nunavut Teacher Education Program (NTEP)	Manager, Teacher Education Program (TEP)

Department	Division/Region	Community	Location
Nunavut Arctic College	Education Programs		

Freebalance Coding:

2. PURPOSE

<p>Main reason why the position exists, within what context and what the overall end result is.</p> <p>Reporting to the Manager, TEP, the incumbent is responsible for the development, delivery and evaluation of courses and programs for the student teachers registered in the College's Teacher Education initiatives as assigned by the Manager. Program delivery may be at either a Nunavut Arctic College Campus or at various field locations throughout Nunavut.</p>

3. SCOPE

<p>Describe the impact the position has on the area in which it works, or if it impacts other departments, the government as a whole, or the public directly or indirectly. How does the position impact those groups/individuals, the organization and/or budgets? What is the magnitude of that impact?</p> <p>The Nunavut Teacher Education Program is offered in partnership with the Faculty of Education at Memorial University of Newfoundland. The position contributes towards the Nunavut Teacher Education Program's objective to graduate culturally competent and bilingual teachers. Where possible, College faculty will be bilingual in Inuktitut and English. The incumbent in the position will transmit content knowledge and teaching methods in the chosen areas of specialties.</p>
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4. RESPONSIBILITIES

<p>Describe major responsibilities and target accomplishments expected of the position. List the responsibilities that have the greatest impact on the organization first and describe them in a way that answers <i>why</i> the duties of the position are being performed. For a supervisory or management position, indicate the subordinate position(s) through which objectives are accomplished.</p> <p>Develops and delivers instruction as required to meet student needs and the standards established by the partner University by:</p>

- sharing content knowledge and expertise of chosen area of specialty;
- preparing course syllabi;
- infusing the Inuktitut language and Inuit cultural components in the courses delivered;
- delivering teaching methods courses related to incumbent's specialty area;
- delivering lessons using a variety of instructional strategies; including face-to-face, blended, and/or online;
- modelling exemplary teacher behaviours in preparation and delivery of course materials and content;
- recommending curriculum revisions;
- identifying additional learning tasks/objectives;
- researching, reviewing and recommending resource materials to implement or enhance the program or courses;
- preparing hand-outs that are developed at the students' reading level;
- assuring that training materials are consistent with latest and most current theories, knowledge, and skills;
- providing opportunities for student evaluations of the course content and instructional quality;
- maintaining a record of all course outlines and material used in course/program delivery;
- working closely with guest lecturers or contractors to help prepare them for delivery of the course, workshop or module;
- developing and administering materials for student evaluation;
- encouraging student assessment of their own progress;
- ensuring instruction meets the professional standards of the College;
- helping individuals to recognize and understand personal needs, values, problems, alternatives and goals;
- assessing students' performance of skills before, during and after training;
- travelling to other communities for course delivery and related purpose when required;
- delivering courses outside the (traditional) 8:30 to 17:00 time period when necessary;
- creating an online learning environment which is conducive to adult learning;
- making effective use of online instructional technology in the delivery of adult learning; and
- monitoring online student progress and communicating with students their strengths and weaknesses to maintain student motivation and interests.

Assists in on-going growth and development of the Program by:

- making recommendations to the Manager regarding improvements and ongoing development and enhancement of assigned courses and the program;
- participating in Program, Department or College committees as required;
- participating in distance education initiatives;
- maintaining all course correspondence, attendance, progress reports and course marks;
- regularly meeting with, counselling and supporting students;
- referring students to counselling services for help with personal or financial problems, or for extra guidance regarding time management and study skills;
- fulfilling supplementary duties related to overall program delivery (i.e.: student admission interviews, online course development) as assigned by the Manager;
- assisting the Manager in the orientation of new instructors and explaining new work methods and procedures to colleagues;
- preparing student attendance, progress and program activity reports as required;
- maintaining inventory of classroom hardware and software;
- ensuring program's equipment is in working order and submitting work orders for repair when required;
- maintaining security and safety of the assigned instructional area:

- assisting in the recruitment and selection of students;
- providing feedback on introductory technical orientation module for distance learning, updating as necessary; and
- delivering student, facilitator, and instructor Introduction to Online Learning courses when required.

Maintains and upgrades professional knowledge and skill through:

- professional reading;
- in-servicing workshops, seminars;
- meeting with other Education Program staff;
- meeting with other College staff;
- meeting with School Operations staff, especially school/teaching staff;
- sourcing professional development opportunities related to current duties and future program objectives; and
- independent formal/informal study and research that enhances online instructional abilities and/or course content.

5. KNOWLEDGE, SKILLS AND ABILITIES

Describe the level of knowledge, experience and abilities that are required for satisfactory job performance.

Knowledge identifies the acquired information or concepts that relate to a specific discipline. *Skills* describe acquired measurable behaviours and may cover manual aspects required to do a job. *Abilities* describe natural talents or developed proficiencies required to do the job.

These requirements are in reference to the *job*, not the incumbent performing the job.

Contextual Knowledge

- Knowledge of instructional skills in a culturally responsive environment in adult education and teacher training;
- Knowledge of the use of technology in teaching and learning experiences, in delivering of online or blended courses and as a tool to create an online professional learning space for instructors to contribute, collaborate and create;
- Computer competence in the use of email, internet, common office software (MS Office) and multi-media equipment;
- Knowledge of Nunavut, the land, language and the culture.

Skills and Abilities

- Excellent facilitation and presenting skills;
- Strong communication skills, oral and written;
- Strong administration, planning and organization skills;
- Ability to deliver post-secondary courses using evidence based and best practices;
- Ability to organize online instruction;
- Ability to build strong relationships with learners, instructors, school teams and educational partners;
- Ability to form working groups in order to share best practices with other NTEP faculty;
- Ability and skill to embed Inuktitut and Inuit culture and societal values in courses deliveries;
- Ability to connect own teaching experiences to share with learners and instructors;
- Ability to provide personal counselling;
- Ability to work productively in a cross-cultural environment; and
- Ability to be flexible and work independently.

The ideal candidate will have:

- A Bachelor of Education degree or an undergraduate degree in a field appropriate to program

offerings may be considered as equivalent;

- A Master of Education degree or a Master or Doctoral degree in a field appropriate to the NTEP offerings is preferred, but consideration may be given to individuals who have demonstrated evidence of successful teaching at the post-secondary level in a field appropriate to NTEP program offerings;
- A minimum of 5 years teaching experience, 3 years of which must be teaching grades within Kindergarten to Grade Twelve;
- Training and/or experience in online instruction;
- Instructional experience in adult education and or experience in teacher education is an asset;
- Ability to speak more than one of Nunavut’s official languages is an asset; and
- Candidates with education and experience in the following concentrations are preferred: Arts and Music Education, Assessment in Education, Curriculum and Instruction, Educational Administration, Educational Psychology, Educational Research, English, Environmental Education, Indigenous Education, Indigenous History, Inuit Art, Language and Literacy Education, Language Arts, Math Education, Mathematics, Online and Distance teaching and learning, Physical Education, Psychology, Science Education, Social Justice Education, Social Studies, Sociology, Special Education, STEM Education, and Theory and Practice in Elementary Education.

*Shortlisting of candidates and assignment of courses is dependent on current program needs.

*This position is considered “Highly Sensitive” and a Vulnerable Sector Check is required.

*In addition to the selection process of the Nunavut Arctic College, all candidates will have their resumes submitted to the partner University to ensure they meet the teaching standards and the minimum qualifications of our partner institution in the Nunavut Teacher Education Program.

6. WORKING CONDITIONS

List the unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent. Express frequency, duration and intensity of each occurrence in measurable time (e.g. every day, two or three times a week, 5 hours a day).

Physical Demands

Indicate the nature of physical demands and the frequency and duration of occurrences leading to physical fatigue or physical stress.

A majority of the time is spent in the standing and/or sitting position with frequent opportunities to sit or move about.

Environmental Conditions

Indicate the nature of adverse environmental conditions to which the jobholder is exposed, and the frequency and duration of exposures. Include conditions that increase the risk of accident, ill health, or physical discomfort.

Work is performed in a typical office/teaching setting. The incumbent maybe required to travel by plane for work.

Sensory Demands

Indicate the nature of demands on the jobholder's senses. These demands can be in the form of making judgements to discern something through touch, smell, sight, and/or hearing. It may include concentrated levels of attention to details though one or more of the incumbents' senses.

Awareness of cross-cultural differences in terms of communication styles may be necessary if the instructor is of a different culture. Instructors must be cognitive of and sensitive to the classroom dynamics.

Concentration is required when researching and/or writing educational materials and reviewing/correcting student submissions.

Mental Demands

Indicate conditions within the job that may lead to mental or emotional fatigue that would increase the risk of such things as tension or anxiety.

During peak planning and delivery periods, the incumbent can expect extensive pressure related to a variety of programming requirements and reporting deadlines. The incumbent must use effective organizational measures to meet demands.

High levels of stress will be encountered in counselling students as the nature of the problems presented by students will exceed the bounds of academic or professional studies and the incumbent will be dealing with matters of a significant emotional nature. Due to the complexities of operating in a bilingual/bicultural setting, the work may create physical and mental stress. The incumbent will have low levels of control of negative factors in the working environment when problems occur.

On-going communication with agencies, program staff and staff from other institutions promotes a positive working environment and serves to reduce stress.

7. CERTIFICATION

_____ Employee Signature	_____ Supervisor Title
_____ Printed Name	_____ Supervisor Signature
_____ Date:	_____ Date
I certify that I have read and understand the responsibilities assigned to this position.	I certify that this job description is an accurate description of the responsibilities assigned to the position.
_____ President Signature	
_____ Date	
I approve the delegation of the responsibilities outlined herein within the context of the attached organizational structure.	

8. ORGANIZATION CHART

Please attach Organizational Chart indicating incumbent’s position, peer positions, subordinate positions (if any) and supervisor position.

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