



## **IDENTIFICATION**

<b>Department</b>	<b>Position Title</b>	
Education, Culture and Employment	Northern Distance Learning Instructional Designer	
<b>Position Number</b>	<b>Community</b>	<b>Division/Region</b>
71-16412	Inuvik	JK-12 Student Services / Beaufort Delta

## **PURPOSE OF THE POSITION**

The Northern Distance Learning (NDL) Instructional Designer is responsible to manage and coordinate the development, implementation, in-service and evaluation of the NDL learning management system to support curriculum, inclusive schooling and student support services for all participating educational jurisdictions in the Northwest Territories (NWT) to ensure that students receive a high quality of education that meets their needs.

## **SCOPE**

Located in Inuvik, the NDL Instructional Designer reports to the Manager, Northern Distance Learning, within the JK-12 Student Support Division, and is responsible for all aspects of the NDL learning management system (LMS). This includes the shared development of protocols and processes for online high school courses, course design, resource population, assessment integration with the student information system, enrolment of users, social media integration, and training on LMS components.

The NDL Instructional Designer must work in accordance with the *NWT Education Act and Regulations*, the *NWT Official Languages Act*, the *Child Day Care Act*, the *Archives Act*, the *Access to Information and Protection of Privacy Act*, the *Financial Management Act*, the NWT Teachers' Association Collective Agreements and all related regulations, policies, guidelines, directives, strategies and procedures.

This position is expected to work in collaboration with ECE staff, Government of the Northwest Territories (GNWT) Departments, the NWT Teachers' Association, education bodies, colleagues and educators from across the NWT, Yukon, British Columbia and other jurisdiction in Canada, often in a team-based approach, following current foundational frameworks and their corresponding action plans.



## **RESPONSIBILITIES**

- 1. Manage and coordinate the development, implementation, in-service and evaluation of the Northern Distance Learning (NDL) learning management system (LMS) to support the delivery of curriculum, student support and early childhood services for all educational jurisdictions in the NWT.**
  - Analyze, research, and report on the requirements of the NDL LMS to meet NWT curriculum use and programming needs in the education system in cooperation with education bodies and regional offices of the Department.
  - Develop, adapt, and write curriculum, policy, directives, guidelines, program of studies, and promising practices documents and programs that support Departmental priorities.
  - Develop and deliver workshops, in-service, briefings and presentations to promote projects and approaches established as priorities within the Education and Early Childhood Branch, and in response to articulated needs and departmental priorities.
  - Complete correspondence, reports and briefing notes associated with Ministry functions.
  
- 2. Manage and coordinate the effective implementation and accountability of the NDL LMS.**
  - Manage consistent communications between NDL teachers, the NDL Working Group and NDL leadership, regarding the development of LMS content, and the requests for user enrolment, support and system configuration.
  - Manage and coordinate LMS design work which will include development of protocols and processes for online high school courses, creative and visually artistic course design, use of virtual reality tools and simulations, course and resources population, assessment integration with the student information system, management of users, moderation of content, social media integration, and training on all LMS components.
  - Coordinate the instructional design of a range of online opportunities that will improve user experiences, training in the use of the LMS, and the LMS' articulation with Student Information Systems.
  
- 3. Actively participate in committees and interdivisional working groups and teams with respect to JK-12 Student Support and departmental priorities**
  - Participate constructively in the major ECE initiatives and in relevant departmental working groups related to the Department's mandate commitments.
  - Actively participate in the monitoring, evaluation and accountability activities with ECE's Planning, Research and Evaluation (PRE) Division.
  - Collaborate with ECE's Policy, Legislative and Communications (PLC) Division to ensure that support, resources and activities are congruent with established departmental legislation, policies, philosophies and directions.



- Collaborate with ECE's Finance and Capital Planning (FCP) Division to negotiate, establish, and manage contracts, budgets, and projects to ensure they achieve established goals in a timely and cost-effective manner.
- Submit written reports on site visits, meetings, workshops, and conferences, and write professional journals, newsletters, and educational publications to promote established priorities and provide information about JK-12 Student Support initiatives and projects.

**4. Supervise casual or support staff, as required.**

**5. Act for the Manager, Northern Distance Learning, as required.**

**WORKING CONDITIONS**

**Physical Demands**

No unusual demands.

**Environmental Conditions**

No unusual conditions.

**Sensory Demands**

No unusual demands.

**Mental Demands**

The incumbent will work with and around individuals affected by trauma and may be exposed to vicarious trauma.

The incumbent will be expected to travel to small remote communities frequently throughout the year to support technology infrastructure – up to 60+ days per year.

**KNOWLEDGE, SKILLS AND ABILITIES**

- Knowledge and understanding of blended and online learning philosophies, theory, pedagogy and instructional practice.
- Knowledge of and/or the ability to acquire knowledge of departmental philosophy, curricula, directives, policies and approaches, and model best practices as described in documents issued by the Department.
- Knowledge and understanding of child development, pedagogy, and instructional leadership.



- Ability to understand NWT Indigenous cultures and educational history in order to incorporate traditional knowledge and worldviews into all aspects of the work.
- Knowledge and/or ability to acquire and apply knowledge of contracts and procurement.
- Ability to understand the impacts that colonization, instructional and structural racism and biases have had on society, in particular Indigenous people.
- Written communication skills for a variety of areas including Ministerial and departmental briefing notes and correspondence, policy, and curriculum documents.
- Coordination, facilitation and interpersonal skills demonstrated in a variety of diverse cultural and community contexts, including working with Elders and community cultural resource people.
- Ability to use computer technology for communication and presentations.
- Ability to develop or coordinate the development of curricula, strategies, research project, literature reviews, resources and support materials.
- Ability to work cooperatively in team situations including with members from a variety of backgrounds and cultures.
- Ability to critically analyze, organize and apply information gathered through research and present information in a variety of formats to various audiences.
- Ability to build strong relationships and work directly with people from other communities while incorporating their perspectives in decision-making processes.
- Ability to adapt communication styles to multiple cultural environments (e.g., when following community protocols or cultural safety protocols).
- Ability to engage the public in a culturally appropriate manner, both in writing and orally.
- Ability to manage time and tasks efficiently and effectively.
- Ability to commit to actively upholding and consistently practicing personal diversity, inclusion and cultural awareness, as well as safety and sensitivity approaches in the workplace.

**Typically, the above qualifications would be attained by:**

A Degree in Education or related field, and three (3) years of related work experience, including one (1) year of online course development experience.

Equivalent combinations of education and experience will be considered.

**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