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Job Title:	Clerical Skills Educator	Division:	Continuing Studies
Name of Immediate Supervisor:	Eric Hoogstraten	Position Number:	
Supervisor's Title:	Dept Head	Effective Date:	October 21, 2025

Purpose of the Role

Reporting to the Department Head, this position will be responsible for teaching foundational knowledge and practical skills necessary for success in administrative and support roles across diverse organizational and cultural settings. The position collaborates closely with the community and the program steering committee in meeting the program's educational and learning outcomes. This role supports students as they develop technical skills, emphasizing digital communication, office systems, professional writing, teamwork, and strategies that promote individual, organizational, and community development.

The instructor contributes to the program by fostering a supportive, inclusive learning environment where students gain both practical skills and will prepare students to become confident, self-aware, and effective communicators in northern and Indigenous workplaces.

Key Responsibilities

Teaching & Facilitation

- Deliver engaging, student-centered adult basic education instruction in the following areas:
 - o Digital Communication & Collaboration: proficient use of email, scheduling, virtual meeting platforms, team collaboration tools, and data management.
 - o Office Procedures & Professional Skills: human relations, interpersonal communication, organizational skills, teamwork, conflict resolution, cultural competency, and workplace critical thinking.
 - o Business Writing & Communication: clarity of purpose, audience awareness, professional tone, written and oral communication in diverse organizational and cultural contexts.
 - o Workplace & Organizational Skills: time management, small project management, customer service, meeting and event planning, minutes and resolutions.
 - o Technical Skills: introductory Microsoft Office (Word, Excel, Outlook, PowerPoint).
- Guide students through reflective practice and continuous analysis of their own communication habits and strategies.
- Provide constructive feedback that fosters student growth as intentional, self-aware, and relational communicators.
- Promote inclusive teaching practices that reflect diverse northern workplaces and community contexts.
- Deliver public workshops on Microsoft programs and professional writing as time allows.

Curriculum & Program Development

- Develop lesson plans, assignments, and assessments that support program learning outcomes.
- Incorporate real-world examples, applied activities, and case studies into instruction.

- Update teaching materials regularly to reflect current workplace practices and technologies.

Student Support & Mentorship

- Create a positive, respectful, and inclusive classroom environment.
- Encourage professional and personal growth, emphasizing tools and strategies that support individual, organizational, and community development.
- Mentor students in developing transferable skills that contribute to occupational readiness and long-term employability.

Qualifications

Education & Experience:

- Bachelor's degree in Office Administration, Business Administration, Education, or a related field (Master's is an asset).
- Minimum five (5) years of professional experience in office administration, business operations, or related roles.
- Experience in adult education, post-secondary instruction, community education, or workplace training is an asset.

Skills & Competencies:

- Proficiency with Microsoft Office applications (Word, Excel, Outlook, PowerPoint) and collaboration platforms (e.g., Teams, Zoom, Google Workspace).
- Strong communication and interpersonal skills, with demonstrated ability to teach writing and oral communication effectively.
- Knowledge of project management, customer service, meeting and event planning practices.
- Ability to foster inclusive, culturally competent, and well-being-oriented learning environments.
- Commitment to reflective teaching practices that encourage student growth and engagement.

Outcomes of the Program

- See the course or program outline attached.

People Leadership

This position has no supervisory responsibilities and does not directly oversee any staff. They are not involved in assigning tasks or making staffing decisions, although they may occasionally provide informal guidance or share knowledge with colleagues.

Decision Making

The position receives direction from the supervisor through meetings and discussions, as well as from institutional plans, policies, and community feedback. Performance is evaluated through supervisory meetings, peer and self-assessments, stakeholder feedback, and success in meeting Community Education and Development goals. Decisions typically referred to the supervisor include budget allocations, program or curriculum changes, scheduling, policy matters, and staffing. The position does not normally manage or control a direct budget.

The incumbent may make recommendations regarding purchase of materials and supplies; training and development needs; facility modifications; program changes and approaches. They receive feedback from their peers and supervisor regarding program and course content; development activities; learning activities; student assessment, and progress.

The incumbent receives direction from the supervisor via meetings or individual discussions; from a program Steering Committee, and from approved policies and procedures. They may also receive formal or informal feedback or direction from peers.

Communication and Contacts

The position involves frequent interaction with various stakeholders: daily collaboration and information exchange with campus staff and students; regular coordination with external partners and liaison with Yukon University faculty and staff; direction from the Department Head; and regular consultation with community groups, agencies, and employers.

Knowledge and Experience

The incumbent will demonstrate:

- Knowledge of instructional techniques, practices, and strategies in appropriate content areas.
- Knowledge of course and curriculum development.
- Knowledge of adult basic education students, characteristics, needs, and profiles.
- Knowledge of northern, multi-cultural issues.
- Experience coordinating programs and people in a cross-cultural context and instruction, preferably in a cross-cultural context.
- Experience working with First Nations adult learners in an education, social or cultural training and development program setting.
- Knowledge of FN structures, culture, traditions, history, and challenges.
- Teaching experience, preferably in an adult education environment.
- Effective interpersonal skills, particularly in a cross-cultural context.
- Oral and Written communication skills, both orally and in writing.

- Ability to work collaboratively as a member of a diverse team to develop and implement programs that support the educational, social and cultural goals of students.

These may differ from the incumbents' actual level of education.

Specific Working Conditions and Requirements

Working Conditions

The position involves occasional use of tools such as audio-visual equipment and distance learning technologies (approximately 5% of the time), as well as regular use of computers for communication and student support (approximately 30%). Physical demands are minimal, with occasional lifting of materials up to 25 kg (1–2% of the time), and a mix of sitting (60%), standing (25%), and walking (15%). Interpersonal challenges involve working with emotionally or stressed students, dealing with frequent interruptions, and receiving instructions from multiple sources. Travel is infrequent and may occur only once or twice during the program's duration.