

IDENTIFICATION

Job Title:	Educator/Coordinator	Division:	Continuing Studies
Name of Immediate Supervisor:	To be determined	Position Number:	
Supervisor's Title:	Dept Head	Effective Date:	ASAP

Purpose of the Role

Reporting to the Department Head, this position is responsible for delivering applied training in event coordination. The instructor ensures students gain practical, job-ready skills that prepare them for administrative, community, and event-based roles across diverse organizational and cultural settings.

The role emphasizes northern and indigenous workplace contexts, integrating local protocols, and relationship centered approaches to event planning and professional communication. The instructor contributes to the program by fostering a supportive, inclusive learning environment, where students build confidence, technical skills, and professional readiness for employment. This position collaborates closely with the community and government representatives.

Key Responsibilities

Instruction & Coordination

Deliver engaging, student-centered instruction in areas such as:

Office & Administrative Skills

- Professional communication, customer service, and interpersonal skills
- Office procedures, records management, basic archival practices
- Digital communication tools, appointment scheduling, virtual meetings.
- Professional writing: emails, agendas, meeting minutes

Event Planning & Coordination

- Event logistics and pre-planning
- Vendor coordination, budgeting basics, and timelines
- Risk management and on-site operations
- Cultural and protocol awareness for events involving First Nations government, Elders, and community partners.

Instruct, develop and lead courses and activities in topic areas for purposes of education, training and business development, by:

- Researching developing and maintaining effective curriculum through: reviewing, developing, and writing instructional materials; incorporating learning material aids; assessing resources for relevancy and embedding First Nation teaching and learning principles;
- Tailoring instruction to reflect the diverse stages of student business development, ensuring each workshop or mentorship session builds practical skills and supports individual learning goals;
- Developing and leading classes and activities in relationship to meeting the program objectives;
- Planning, organizing, and conducting lessons, in subject areas of instruction, to students and to ensure First Nation principles of teaching and learning are reflected;
- Managing the recruitment and selection of casual instructor(s) and guest mentors who bring specialized expertise in business development topics outside of the Educator/Coordinators skill set.
- Ensuring content and delivery methods of programs or courses remain current, adaptable and responsive to local economic opportunities and students needs.
- Liaising and consulting with other instructors, resource people and relevant information sources to strengthen program connections and ensure consistency across workshops and mentorship components.
- Applying culturally responsive teaching practices through a variety of settings including classroom and land-based excursions or camps;
- Consulting and liaising with other instructors, coordinators, Elders, knowledge holders, First Nation staff, community members, YukonU staff, for the purpose of integrating culturally appropriate approaches for program and course development and delivery;

Student Support & Mentorship

- Building and maintaining relationships with students and community members to deliver meaningful learning opportunities and experiences;
- Providing individualized mentorship and guidance to support each student's progress in developing or expanding their business idea, including goal-setting, problem-solving and action planning.
- Liaising with other YukonU staff, on items such as student admissions, counseling referrals, learning assistance, and to identify and student supports that might be needed success in the program;
- Maintaining accurate student records, to track both the learning outcomes and business development milestones.

Program Support & Collaboration

- Coordinating weekly workshop logistics, including scheduling, materials, instructor availability with support from YukonU staff.
- Working with YukonU staff to ensuring that appropriate administrative practices are followed ex. Casual hire forms, material purchases and timesheets.
- Participating in consultations with the Steering Committee, the First Nation community and government, YukonU departments, the Department Head and other organizations as needed;

- Hosting visitors (ex. Elders) and providing overviews of local program activities and community impacts;

Instructor Qualifications & Experience

Where appropriate, instructors should be certified in their instructional field or recognized through the community that they hold appropriate skills and knowledge in the subject area. Those with relevant work & life experience in the field will be considered as an equivalent qualification.

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.

JOB ELEMENTS

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; weekly coordination with external partners and liaison with Yukon University faculty and staff; bi-weekly 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, strategies in appropriate content areas;
- Knowledge of course and curriculum development;
- Knowledge of adult basic education students, characteristics, needs, profiles;
- Knowledge of northern, multi-cultural issues;
- Experience coordinating programs and people in a cross-cultural context Instructional experience, 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, implement programs that support the educational, social and cultural goals of students.

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

Specific Working Conditions and Requirements

The position involves occasional use of tools such as audio-visual equipment and distance learning technologies (each about 5% of the time), and regular use of computers for communication and student support (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 (20%), walking (15%), and driving (5%). Hazards include occasional hazardous driving and discomfort from travel or adverse weather (each 0–5%). Interpersonal challenges include working with emotional or stressed students, frequent interruptions, and receiving instructions from multiple sources. Travel is infrequent.