COLUMBIA COLLEGE
CAREER OPPORTUNITY
INTERNAL/EXTERNAL POSTING

NOTE:	Clarification of Terms
Must; Shall; Will:	These words or phrases indicate actions or activities that are *essential* or *mandatory*.
Should:	This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory.
May or Could; Can:	These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document.

POSITION: Accounting Assistant Facilitator

PROGRAM/DEPARTMENT: Employment Training (32-week program)

REPORTING TO: Maria Chisamore, Manager Student Employment Services

DEADLINE TO RECEIVE APPLICATIONS: Until suitable candidate is found

DATE POSITION IS TO COMMENCE: TBD

Description

Please see attached position description. This is a limited term position
with the possibility of extension. The tentative semester dates are Monday August 30, 2021 to Friday December 17, 2021; however, this will depend on student enrolment and could be postponed. Classroom hours are Monday to Thursday from 9:00 AM - 3:30 PM, Mastery Learning tutorials 3:30 PM - 4:30 PM; Fridays Gamification Activities from 9:00 AM - 12:40 PM. Facilitators will receive 0.33 hours of prep time per instructional hour.

Qualifications

- **M u s t   h a v e** a Bachelor of Education and Alberta Teacher Certification
- Familiarity with Alberta curriculum, policies, and philosophy (mandatory)
- Ability to follow Columbia's Four Stage Learner-Centered model incorporating Mastery Learning; facilitating vs. lecturing (mandatory)
- Ability to develop and adjust curriculum (mandatory)
- Integrates Adult Learning Theories into lessons (mandatory)
- Comfortable learning and using educational software
- Ability to be creative and flexible while remaining highly organized
- Commitment to modeling professionalism and helping students overcome academic barriers
- Ability to visualize and plan for a four-month semester in advance

Interested candidates should submit a targeted resume and cover letter to
maria.chisamore@columbia.ca.

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Columbia College
Position Description

Position Title:	Accounting Assistant Facilitator
Program/Department Name:	Employment Training (32 week program)
Reporting to:	Maria Chisamore, Manager Student Employment Services
Position Summary:	Under the supervision of the department chair/manager, this professional will facilitate engaging and effective programming to adult learners in our 32-week Accounting Assistant Program. The classroom will have approximately 15-20 students. The facilitator will respond to and anticipate learner needs while developing a flexible routine to provide efficient and effective support. Classes may be live and/or virtual.

Responsibilities include developing and adjusting curriculum as well as delivering lessons and activities for learners according to the syllabi and student needs. Lessons can be small group, large group, or individual depending on topic and needs.

Classes will be interactive and involve learners in group discussions, research, role plays and presentations. Our faculty will follow Columbia's Four Stage Learner-Centered model incorporating Mastery Learning. The mastery learning model will provide students with up to 5 additional hours of tutorial sessions. These tutorials provide learners who are experiencing difficulty with additional staff support. Focus will be placed on assisting the learner master the competencies and skills required to become successful in the Accounting field.

Circulating informally is expected while providing assistance, encouragement, and clarity. The facilitator will ensure students are progressing, following the daily agenda and are not becoming confused. They will assist learners adjust their study schedules and strategies if necessary.

The facilitator will assign and mark homework and tests, provide feedback and remediation as needed. Entering marks and attendance promptly into the Moodle gradebook is required. The facilitator will individualize and update the weekly schedule of deadlines and homework for subjects taught. |

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	The manual accounting portion of the course is designed to help adult learners achieve a solid understanding of the Fundamentals of Accounting while developing their digital literacy skills.

Course content includes: Basic and Expanded Accounting Equations, Assets, Liabilities, Equity, Revenue and Expense Accounts, Full Cycle Accounting, Bank Reconciliation, Accounting for Inventory, Cash Flow Statements as well as Financial Statement Analysis and Interpretation.

The computerized accounting section introduces learners to accounting software for small businesses (QuickBooks - cloud based).

Course content includes: Creating a New Business, Entering Cash Transactions, General Journal Transactions, Accounts Payable and Receivable, Discounts, Estimates, Purchases and Sales Orders, Banking, Taxes and Credit Card Transactions, Payroll and Inventory Transactions.

Instructors able to provide a high level of customer service along with competent and enthusiastic support are best-suited to this position. We particularly welcome those with ESL, high school or adult education teaching experience to apply. |
| **Organizational Structure:** | This facilitator will work in a flat organization structure consisting of one direct supervisor, a number of program peers and other organizational specialists. |
| **Qualifications and Experience:** | Valid Alberta Teaching Certificate and Bachelor of Education Degree from a recognized post-secondary institution preferred, however, a Degree in Accounting with 5+ years of experience in the industry and facilitation experience may be considered

Please Note: Preference will be given to teachers with a valid Alberta Teaching Certificate and accounting experience at secondary or post-secondary levels

- Strong knowledge of accounting concepts and principles (mandatory)
- Ability to develop and adjust creative and engaging curriculum (mandatory)
- Ability to follow Columbia's Four Stage Learner-Centered model incorporating Mastery Learning; facilitating vs. lecturing is expected
- Knowledge and ability to integrate Adult Learning |

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	Theories into lessons strongly encouraged
	• Ability to visualize and plan for a four-month semester in advance is required
	• Commitment to modeling professionalism and helping students overcome academic barriers
	• Ability to be creative and flexible while remaining highly organized
	• Strong communication, presentation and interpersonal skills
	• Excellent knowledge, training and experience in the use of educational and computer technology
	• Competently provide instructions and support to learners in computer-based classroom and online environments
	• Strong organizational skills and flexibility
	• Creative problem solving skills
Roles and Responsibilities:	For Columbia College to become successful, each of its customers (including staff and students) must succeed. To achieve this requires a clear understanding on everyone's part as to his/her roles and responsibilities.
	As will be noted in reviewing the list of roles and responsibilities below, it consists of two distinct parts. First is a set of generic roles and responsibilities. This is followed by a list of specific roles and responsibilities. The generic roles and responsibilities are included in every position description at the College. The specific roles and responsibilities are specific to this position.
Roles and Responsibilities:	Employees are expected to conduct themselves in a manner commensurate with their roles and responsibilities that follow. Employee performance reviews will be based on these roles and responsibilities.
	Our facilitators are encouraged to do all they can to help each individual student succeed. We believe that when our students succeed, we succeed. Therefore, the focus of our facilitators is to help our students to learn rather than to lecture to them.
	The College's current student attrition rate is one-quarter that of traditional colleges and universities. At the same time our graduate employers are very satisfied. Employment rates of graduates normally exceed 90% and our rate is one of the highest among all colleges and universities in Alberta. We want to continue to create a win-win situation where the employer,

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	student, facilitator and College all succeed. Columbia's goal in education is to produce graduates who are rated by employers as above average to excellent performers in their field of training. All responsibilities below will be carried out under the general direction and supervision of your supervisor. In consideration of this, the facilitator will:

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Professional Code of Conduct

Our success in the workplace is based on how proficient we are at utilizing our knowledge and skills and how effectively we conduct ourselves each day as professionals in satisfying the needs of our internal and external customers, and the goals of our organization. The following list describes many professional behaviours that can help us become more effective. The more skilled we become at applying each of these behaviours, regardless of our position in the organization, the more successful we will become.

1.0 Professional Approach and Ethical Behaviour

1.1 As a professional, demonstrates pride in their work and is honest, moral, ethical, honorable, trustworthy, and acts with integrity

1.2 Is pleasant, polite, punctual, positive, friendly, smiles, and asks how they may help others

1.3 Is reliable, responsible, accountable, loyal, engaged, and enthusiastic about their work

1.4 Is compassionate, caring, and finds meaning and fulfillment in their work

1.5 Tries to be constructive, pro-active, and acts as a protagonist

1.6 Contributes to a safe, secure, and environmentally-friendly workplace and world

1.7 Views adverse experiences as learning opportunities and recovers quickly from such experiences

1.8 Keeps personal bias out of the workplace, does not use profanity, and respects cultural differences

1.9 Dresses appropriately for the workplace in a neat, clean, and well-groomed manner

1.10 Contributes to the organization via volunteering, coaching, and mentoring others

1.11 Is active in their professional association (where appropriate)

2.0 Interpersonal Relations and Teamwork

2.1 Treats all individuals in an equal, fair, and just manner (does not label, or discriminate against others)

2.2 Is a good role model and synergistic team member who is personable, sociable, cooperative, collaborative, has a sense of humor, and is well mannered

2.3 Is considerate and sensitive to others needs and uses tact and diplomacy when required

2.4 Is respectful, courteous, and sincere (does not belittle, intimidate, or insult others)

2.5 Views each client, patient, student, customer, and coworker as a valued customer whose needs must be satisfied before they or their organization can succeed

2.6 Is available, approachable, and may develop close personal relations (avoids romantic situations)

2.7 Offers support, assistance, is flexible, and helps build a positively connected team and organization

2.8 Makes allowances for others mistakes by showing empathy, understanding, and forgiveness

2.9 Is open to constructive criticism, and takes responsibility for one's errors by apologizing, and correcting them

2.10 Avoids conflicts of interest and respects others' workspace and privacy (e.g. FOIP)

2.11 Seeks help from others and offers help to others to become more efficient and effective

3.0　Self-Concept and Confidence

3.1　Projects a positive self-concept and feels internally confident, yet does not dominate interactions

3.2　Functions well in ambiguous situations

3.3　May assume responsibility and leadership when required yet remains humble and gracious at all times

3.4　Demonstrates self-efficiency by following through on commitments in order to achieve outcomes

3.5　Considers themselves equal to others and demonstrates such in their interactions

4.0　Communication

4.1　Demonstrates effective listening, speaking, and writing skills

4.2　Helps to keep team members informed of changes in the department and/or organization

4.3　Develops more effective ways to improve verbal and non-verbal communication (e.g. tone of voice)

4.4　Respects others privacy and confidentiality (does not engage in gossip)

4.5　Maintains emotional control and encourages others to do the same

4.6　Deals with difficult situations and sensitive issues in a professional manner

4.7　Avoids engaging in disagreements and arguments in public. Seeks assistance when necessary.

4.8　Follows the organization's technology use policy

5.0　Life-Long Learning and Professional Development

5.1　Continues to increase their knowledge and skills to become more competent (e.g. credit courses, workshops, seminars, conferences, professional books, journals)

5.2　Shares newly developed approaches based on leading edge research

5.3　Monitors changes and makes or recommends needed adjustments

5.4　Keeps informed about changes affecting their profession, department, organization, and industry

5.5　Acknowledges when they do not know something and seeks to increase their competence

6.0　Problem Solving/Decision Making

6.1　Either individually or within a team, identifies work-related and customer-based problems/challenges

6.2　Helps others to view problems and concerns as challenges and even opportunities

6.3　Seeks input from those affected by work-related or customer-based problems

6.4　Is more effective when they actually identify the problem as opposed to a symptom

6.5　Assesses and analyzes problems by using such techniques as brainstorming, nominal group technique, Delphi technique, reframing, and lateral thinking

6.6　Objectively determines the most efficient and effective solution to each problem/challenge

6.7   Tries to make fair and just decisions that contribute to the common good
6.8   Effectively implements solutions in a timely manner
6.9   Monitors and evaluates solutions and takes further corrective action as needed

7.0   Creative Thinking and Innovation

7.1   Is more creative by asking 'why' and more innovative by asking 'what if'
7.2   Takes calculated risks and is willing to recommend and/or initiate change

8.0   Negotiating or Conflict Resolution

8.1   Identifies customer or employee issues when a conflict first arises by listening to and determining their wants, needs, and concerns.
8.2   Effectively uses conflict resolution and problem solving techniques
8.3   Effectively negotiates and helps others resolve issues in conflict by focusing on facts and not emotions
8.4   Turns to qualified professionals to resolve situations involving harassment, bullying, or violence

9.0   Organizational and Time Management Skills

9.1   Practices one-touch policy by taking immediate action to solve simpler challenges (e.g. does not put paper, emails, etc. in piles) and develops a plan to take action on more complex challenges
9.2   Uses electronic calendar to plan regularly occurring daily, monthly, and yearly meetings and activities
9.3   Maintains an organized office, desk, files, documents, and working environment
9.4   Is prepared in advance for appointments and meetings (meeting etiquette)
9.5   Sets SMART individual and/or team goals by completing assignments, reports, etc. in an accurate and timely manner (does not procrastinate)
9.6   Lets others know if they are unable to meet a commitment, must change a priority, or needs help

10.0   Stress Management

10.1   Maintains composure under pressure and draws on their internal strength to succeed during difficult times
10.2   Effectively deals with negative situations in a positive manner
10.3   Maintains a balance between personal and professional life
10.4   Maintains a positive, focused, and more productive environment by reducing negative stress

11.0   Leadership Style

11.1   Effectively contributes to the organization's vision, mission, directions, goals, and Code of Conduct
11.2   Encourages others to adopt a positive leadership style (does not use threats or punishment)
11.3   Stimulates interest and enthusiasm on the part of others and contributes to positive employee morale
11.4   Coaches, advises, mentors, and counsels others where appropriate

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11.5   Motivates others to achieve their intrinsic and extrinsic rewards through recognition, praise, and where possible through empowerment

11.6   Brings out the best in others which helps them channel their energy and experience greater satisfaction

11.7   Seeks new opportunities or approaches that will increase customer satisfaction, respect, and loyalty

11.8   Networks with others outside the organization and builds relationships that will benefit the organization

11.9   Bases leadership practice on collective vision, beliefs, as well as professional attitude and values

11.10   Builds a sense of shared values that bind others to a common cause and/or direction

11.11   Encourages and promotes a culture based on trust and respect

12.0   Performance

12.1   Continually seeks new ways to more efficiently and effectively perform their duties and responsibilities which contributes to the financial success of the organization, and as a result, also increases job security

12.2   Is committed to continuous improvement in the quality of goods/services their customer/patient/client/student experience

12.3   Contributes to the long-term growth and success of the organization by providing such outstanding customer service that current customers refer new customers on an ongoing basis

12.4   Firmly believes that only when each internal and external customers succeed, will they succeed

Specific Roles and Responsibilities

13.0   Course Facilitation

13.1   Regularly update and distribute course syllabi that include course title and number, course description, objectives, delivery dates, required textbook(s) and other materials.

13.2   Provide students with the instructor's e-mail, as well as what time he/she will be available before and/or after class to address individual student's needs.

13.3   Begin each class on time with a fully developed lesson plan, daily agenda and related materials. The daily schedule should be written on the whiteboard, uploaded to Moodle or distributed to students in hardcopy. See the Columbia College Facilitator Handbook for lesson plan samples. An electronic copy of each lesson plan should be saved in a determined location prior to entering the classroom. Lesson plans should include:
- Time, date and title of course
- Media and learning aids/tools
- Equipment and/or materials needed (including handouts)

13.4   Maintain up-to-date records of student achievement and attendance in Moodle; communicate student progress and results in a timely manner.

13.5   Use a variety of course delivery methods that will best enhance the learning process. Methods may include, but are not limited to role playing, discussion groups, individual or group presentations, team work, panels or debates, guest speakers, field trips, demonstrations, or simulations. Refer to the facilitation techniques section of the handbook for a more detailed list of instructional strategies.

13.6   Use a variety of learning aids, equipment or tools to assist in the facilitation of learning (e.g., whiteboard, online, websites, YouTube).

13.7   Use a variety of synchronous and asynchronous methods to evaluate students' level of acquired competencies and/or skills. This may also include peer evaluation and feedback.

13.8   Use appropriate, relevant and current examples or elicit examples from students to effectively reinforce topics or points.

13.9   Display genuine interest in students, as well as enthusiasm and excitement related to the subject. Create positive relationships and establish rapport.

13.10   Ensure students have adequate time during class to question, comment or express their opinion; listen to students and provide appropriate and respectful comments or feedback.

13.11   Ensure each topic is properly summarized or concluded before going on to the next topic. Please note: Columbia College follows the Four Stage Learner-Centered model incorporating Mastery Learning. Facilitating vs. lecturing is expected and strongly encouraged.

13.12   Provide an appropriate level of homework to ensure that students are reading, researching, investigating, discovering and spending adequate time internalizing and practicing the learning.

13.13   Identify, assist, counsel, advise and tutor any student who is having difficulty acquiring the appropriate level of knowledge and skills necessary to pass the course, and inform your supervisor of such activities.

13.14   Ensure all assignments, assessments, tests, etc. are reviewed, written feedback provided and returned to students in a timely manner (normally the next day) using the program and College grading system.

13.15   Treat each learner as a customer, with respect, courtesy and sincerity. Create and foster a positive learning environment that promotes adaptability, communication, teamwork, critical thinking, problem solving, digital literacy, inclusion and professionalism. Refer to the Professional Code of Conduct section of this document.

13.16   Develop and update course curriculum and content including lesson plans, handouts, quizzes and final exams, resources, rubrics, daily assignments, daily class schedules etc.