PEA Job Description

1. Position Identification

<table>
<thead>
<tr>
<th>Position Number</th>
<th>991964, 993308, 993118</th>
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<tbody>
<tr>
<td>Position Title</td>
<td>K-12 Education Coordinator</td>
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<tr>
<td>Department</td>
<td>Learning &amp; Community Engagement</td>
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<tr>
<td>Reports to</td>
<td>Associate Director Learning &amp; Community Engagement</td>
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<tr>
<td>Number of Direct/Indirect Reports</td>
<td>Direct 0  Indirect 5+</td>
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<tr>
<td>Classification Level</td>
<td>SG8</td>
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<tr>
<td>Last Updated</td>
<td>October 2018</td>
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2. Position Summary

Ocean Networks Canada (ONC) is a world-leading organization supporting ocean discovery and technological innovation. ONC is a not-for-profit society that operates and manages innovative cabled observatories on behalf of the University of Victoria that supply continuous power and Internet connectivity to various scientific instruments located in coastal, deep-ocean, and Arctic environments. ONC’s cable arrays host hundreds of sensors distributed in, on and above the seabed along with mobile and land based assets. These strategically located instruments address key scientific and policy issues (subsea earthquakes and tsunamis, ocean acidification, marine biodiversity, etc.) within a wide range of environments.

ONC’s vision is to enhance life on Earth by providing knowledge and leadership that deliver solutions for science, society and industry. ONC's Innovation division is comprised of the Business Development and Learning & Community Engagement departments. Its primary role is to serve the industry, government, and society user segments identified in the ONC vision statement. The Learning & Community Engagement department serves ONC’s user communities by: leading ONC’s organizational commitment to meaningful, ongoing engagement of Indigenous and other communities; providing formal and informal educational resources for youth and adults; serving as a key liaison with the social science research community; working to strengthen ONC’s emerging role as a leader in science-oriented community-engaged research; and developing environmental monitoring programs in collaboration with community partners. The department comprises four teams: Indigenous Engagement, Education, Community-Engaged Research, and Community-Based Monitoring.

Reporting to the Associate Director, Learning & Community Engagement, K-12 Education Coordinator’s role is to initiate, develop, implement, deliver, and evaluate educational programs and collaborations, which engage youth and educators with Ocean Networks Canada. The Coordinator is responsible for building relationships with formal educators in regions where ONC has monitoring programs, including BC,
the Nunavut, and other regions of Canada and collaborating with non-formal educators through partnerships and joint initiatives.

This position requires field work and travel to remote locations including the Arctic, coastal communities accessible only by boat/float plane, and on ships for at-sea expeditions. The Coordinator is occasionally required to work on weekends and/or evenings to support events and activities.

### 3. Key Responsibilities and Expectations

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<th>Key Responsibilities</th>
<th>Expectations:</th>
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| **Education Resource Development (30%)** | • Develops learning resources and activities for the K-12 level, including leading collaborative development teams across departments as necessary. Materials developed include teaching procedures, pedagogical resources, lesson plans, workshops, slideshows, assessment rubrics, concept maps, etc.  
• Develops modules, lesson plans, teacher guides and other materials for the Ocean Sense program, which brings together ocean science and Indigenous knowledge in collaboration with members of the Indigenous Engagement team and community educators.  
• Creates pre- and post-interaction curriculum, educator guides, invitation materials for participants, and promotional material for the Ship2Shore program.  
• Designs professional development workshops and associated materials for K-12 educators.  
• Develops evaluation materials such as surveys and focus group materials to evaluate program content and delivery.  
• Organizes, attends and/or chairs working groups and focus groups of educators to assess needs, co-create educational resources and collect feedback on ONC’s programs.  
• Manages inquiries, concerns, comments and needs of stakeholders (including presenting and testing lessons to educators) as needed to create a final product. |
| **Partnership Development (20%)** | • Initiates contact with potential users at the local, national and where applicable, international, scale (e.g. students, educators and members of the public) and promotes the organization.  
• Liaises with K-12 educators, principals, and school board representatives to raise awareness of ONC’s educational programs and opportunities.  
• Liaises with pre-service teachers and faculty of education members to engage post-secondary students and educators in the development and evaluation of ONC’s K-12 programs. |
- Meets with Indigenous educators and knowledge holders in communities to develop educational partnerships in collaboration with Indigenous Community Learning Coordinator; identifies collaboration opportunities with Indigenous educational organizations.
- Identifies opportunities and develops relationships with museums, aquaria and like-minded educational organizations (such as Let’s Talk Science, Actua, Science Venture) to develop joint programming initiatives.
- Together with the Associate Director, develops formal partnership agreements (e.g., Memoranda of Understanding) with external organizations, including collaborative agreements with provincial and national organizations to develop and distribute learning resources.
- Seeks advice and initiates projects with internal and external scientists and engineers to develop new ocean science and technology educational materials.

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<th>Direct Engagement with Students and Educators (20%)</th>
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<td>Arranges and conducts classrooms visits on Vancouver Island, throughout BC, in Nunavut and in other regions of Canada to teach lessons and run activities.</td>
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<td>Travels to remote Indigenous communities to deliver Ocean Sense educational programming and collaborate with educators.</td>
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<td>Organizes and leads events for K-12 educators and students: plans and monitors event budget; books venues and catering; arranges for audio/visual support; trains and assigns duties to staff and volunteers. Makes recommendations for new events and makes recommendations for expenditures.</td>
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<td>Directs delivery of professional development materials and workshops to pre-service teachers, formal, and non-formal educators.</td>
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<td>Trains staff and volunteers from other teams and departments in the delivery of professional development materials and K-12 programming.</td>
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<td>Acts as the primary point of contact for K-12 educators and students interested in using ONC data and information; facilitates the use of ONC resources and data in support of K-12 student driven projects in collaboration with the Indigenous Engagement team.</td>
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<td>Contributes to the design and requirements for data tools suited to educational audiences.</td>
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<td>Contributes to the Ship2Shore Marine Educators program by promoting the program, finding and training educators, supporting educators while on board and engaging shore-side classrooms. On occasion,</td>
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| Program Development (10%) | Makes recommendations for K-12 education priorities for ONC as a whole, champions new initiatives, and makes recommendations for expenditures.  
Identifies opportunities for incorporating ONC-related content and data into K-12 curriculum in BC, Nunavut, and other regions of Canada.  
Reviews existing and potential corporate projects (i.e. new instrument locations, industry proposals, community displays etc.) and makes recommendations for incorporating an education and engagement component into the project framework.  
Together with the Associate Director, develops the strategy, evaluation, framework, and budget for the Ocean Sense Program (ONC’s formal K-12 education program linking ocean science and Indigenous knowledge) and the Ship2Shore program (which gives K-12 educators an opportunity to participate in expeditions at sea and bring ONC’s expeditions into classrooms through video conferencing). |
| Communication and Public Engagement (10%) | Represents ONC at UVic initiatives such as IdeaFest and student recruitment events, and comparable events at other post-secondary institutions.  
Represents ONC at public events with an educational focus such as World Oceans Day and community fairs.  
Together with members of the ONC Communications team, collaborates with institutions (i.e. BC Maritime Museum, Vancouver Aquarium) in formal and informal working relationships to develop displays and products to promote ocean sciences and ONC, for the purposes of engaging and educating the general public.  
Develops and supports the development of interesting and engaging learning and promotional materials such as educational handouts, posters, info-graphics, booth materials, and outreach activities.  
Contributes content to the ONC internal bulletin, external newsletter, social media and blog posts.  
Supports the maintenance and accuracy of the ONC website through updating the content of the ONC Learning section of the webpage.  
Represents ONC at local and national ocean sciences student groups and teacher groups to facilitate engagement of K-12 educators and students in learning about ocean science and technology.  
Attends and participates in local, national and international conferences and public events, making presentations about the organization and networking with potential new users. |
Capacity building and corporate activities (10%)

- Contributes to the development of the Learning & Community Engagement Strategic Plan, annual Program Plan, and budget.
- Advises others in the organization, including the Associate Director and the Executive, on matters pertaining to K-12 education and programming for youth.
- Supervises short term employees, co-op students and student volunteers as required.
- Tracks metrics as appropriate for all engagement and education activities, reporting these to the Associate Director.
- Participates in writing grant proposals to pursue funding opportunities for Learning & Engagement activities.

4. Classification Factors:

Problem-Solving:

- The Coordinator is required to approach projects with creativity and the ability to translate and interpret complex, scientific information into understandable, relatable, and engaging formats. The Coordinator must have a strong command of the science represented in the learning modules, and must be able to understand and communicate its relationship to Indigenous knowledge which requires synthesis of multiple ways of knowing.
- The Coordinator uses knowledge of educational pedagogy and provincial curricula to make recommendations for new educational modules and programs which are engaging for students and meet professional teaching standards.
- The Coordinator is expected to analyze and understand complex information exercise judgement in interpreting and synthesizing the information in the presentation and creation of learning resources.
- The audiences for the materials range include educators, K-12 students, youth in Indigenous communities and the general public; therefore, the Coordinator must determine the most effective and appropriate medium for information sharing (presentations, handouts, lesson plans, demonstrations, hands-on activities, etc.) which requires knowledge of Indigenous cultures and community, analytical thinking, as well as creativity.
- The Coordinator must also develop innovative solutions that are user-specific, such as creating guidelines for users on how to employ existing online tools and working with ONC staff to change or develop tools.

Responsibility for Financial & Material resources:

- The Coordinator contributes to budget planning for the Learning & Community Engagement department by making recommendations for expenditures for K-12 programming and events for ONC as a whole.
- The Coordinator plans and monitors budgets for events and projects that the Coordinator leads (up to $10K).
### Responsibility for Human Resources:

- The Coordinator is formally supervised by the Associate Director, Learning & Community Engagement and is expected to be self-directed and work independently.
- The Coordinator will act as formal supervisor to short-term staff or students, including the selection, hiring, and evaluation of students.
- The Coordinator provides advice, guidance and mentoring to others in the organization who are integrating education and engagement components into their projects and initiatives.

### Impact of Decisions and Actions:

- The Coordinator participates in setting objectives and strategic and annual program planning for K-12 engagement for ONC as a whole.
- The Coordinator’s interactions with educators, students, Indigenous communities, and educational organizations influence ONC’s scientific and educational reputation. The Coordinator is the primary contact with the formal and non-formal K-12 educational audience and therefore, the impact of decisions have a direct and significant impact on the K-12 educational and youth users of ONC’s services. Decisions about K-12 education initiatives are often made independently.
- The Coordinator frequently interacts with existing and potential users, locally, provincially, and nationally, representing the organization and UVic and conducting outreach activities to increase the user base.
- The Coordinator interacts directly with members of Indigenous communities and must make culturally informed decisions when interacting with Indigenous communities. Where possible cultural advice is sought, but some decisions are made independently in field and travel situations. The power dynamics between Indigenous communities and educational institutions like UVic are sensitive and the incumbent may be required to navigate politically sensitive meetings and/or discussions with Indigenous community educators and students. The coordinator’s actions have a moderate effect on ONC and UVic’s reputation in Indigenous communities.

### Independence:

- There is a high degree of independence in the approach taken to individual tasks, and the Coordinator is expected to take initiative on planning and executing projects.
- The Coordinator’s role is unique to the organization. Existing practices guide the work of the Coordinator, however new approaches are frequently needed in response to growing institutional relationships and advances in ocean technology.
- Collaboration occurs with several internal groups, most often with Communications, Science Services, and other members of the Learning & Community Engagement department.
• The Coordinator is expected to plan and execute projects independently, sometimes involving complex and lengthy tasks (for example, the planning and delivery of a major event).
• The Coordinator exercises discretion in seeking scientific advice and review of work products when necessary from internal or external experts, depending on the content.

5. Summary of Qualifications:

This position requires a Bachelor’s in Education and knowledge of at least one of: ocean science, biology, geoscience, engineering, Indigenous ecological knowledge or a related STEM field. A minimum of 3-5 years of experience developing and delivering educational materials in a formal or non-formal setting is required. An equivalent combination of education and experience may be considered.

Experience requirements:
• Experience in designing and delivering educational resources and programs for the K-12 level (middle and high-school experience preferred).
• Direct experience working with youth in formal and/or non-formal educational settings.
• Experience using visual communication tools and online learning tools.
• Experience working in or engaging with Indigenous communities, community organizations, and diverse audiences and in building partnerships with such communities and organizations.

Knowledge requirements:
• Detailed knowledge of BC’s K-12 curriculum. Knowledge of curricula in other regions of Canada is an asset.
• Strong pedagogical competence in all areas including program design, resource development, teaching ability, and student and program evaluation.
• Knowledge of ocean science, biology, geoscience, engineering, Indigenous ecological knowledge or a related STEM field.
• Knowledge of Indigenous communities’ history, culture, social circumstances, political issues, and protocols.

Competency requirements:
• Superior communication skills, both written and verbal.
• Ability to understand and communicate concepts related to technology and environmental monitoring to a non-expert audience.
• Excellent analytical, critical thinking, and problem-solving skills.
• Ability to build and maintain productive working relationships with a diverse network of stakeholders, both internal and external to the organization.
• Ability to work independently and collaboratively in a team environment.
• Proven track record achieving project goals on time and producing high quality deliverables.

Assets or Preferences:
• Experience in designing or delivering programs for Indigenous communities.
- Experience teaching in a formal classroom setting.
- Experience with financial/budget administration and proposal development.
- A current Standard First Aid or Marine Basic First Aid certificate.
- A valid BC driver’s license.

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<th>Employee’s Signature:</th>
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<th>Manager’s/Supervisor’s Signature</th>
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