

Senior Educational Developer/Learning Consultant: Characteristics, Skills, Knowledge, and Abilities

Person is fully developed to an advanced level demonstrating high levels of confidence for role and duties.

Person is mostly developed to a moderate level demonstrating good confidence for role and duties.

Person is developing to a more satisfactory level demonstrating increasing confidence for role and duties.

Person is beginning to develop at a basic level demonstrating some confidence for role and duties.

ATTRIBUTES AND QUALITIES (BE)

Commitment to Improving Self

Demonstrates Self-Awareness
Engages in Self-Regulation Activities
Learning and Continuous Growth
Commits to Professional Development
Embraces Lifelong Learning Activities
Open to Criticism
Adaptable

Professional Conduct

Respectful
Humble
Inclusive in Interactions and Communications
Team Player, Collaborative
Tolerance for Uncertainty Though Patience and Persistence
Institutional and Department Fit
Professional Conduct in Workplace
Passionate about Enhancing Teaching and Learning in PSE
Exhibits Diplomacy, Trust and Empathy

Management of Work Duties

Takes Initiative
Manages Time to Get Work Done
High Quality Work
Demonstrates Creativity and Innovative Practices
Open and Receptive to New Experiences
Independent, Reliable, Self-Sustaining
Leader

KNOWLEDGE, SKILLS AND ABILITIES (KNOW)

Teaching and Learning

Broad Knowledge of Curriculum Development and Design Theory
Breadth and Depth of Teaching, Learning and Technology Literature
Strong Repertoire of Teaching and Learning Skills, Knowledge and Abilities
Current Research in Teaching, Learning and Technology
Well-Composed Philosophy of Teaching and Learning
Formal Education in Pedagogy
Strong Set of Abilities and Skills in both Quantitative and Qualitative Research
Educational Leadership Abilities

Educational Development

Strong Grasp of Principles and Practices of Educational Development
Solid Understanding of Organizational Culture, Behaviour and Challenges
Well-Developed Technology Competencies
Undertakes Frequent Reflective Practice with Critical Reflections
Strong Philosophy of Educational Development
Peer Mentor/Coach and Role Model for Other Developers

Facilitation and Change Management

Broad Skills in Principles and Practices of Change Management
Well-Honed Listening Skills
Effective Questioning Skills
Facilitating Effective Sessions including Longer Series, Courses, Institutes
Well-Versed in Team Building Processes
Applies, Models and Teaches Others Conflict Resolution/Mediation Skills

Planning and Project Management

Prioritizes Tasks and Duties to Meet Needs
Strong Repertoire of Planning and Project Management Skills
Critically Thinks and Problem Solves
Skills in Outreach and Marketing of Offerings

APPLICATIONS OF LEARNING (DO)

Teaching and Learning

Well-Respected Educator from 7+ Years of Experiences in Post-Secondary Education
Models Successful Implementation of Many Instructional Strategies
Designs Pedagogically-Sound Courses; Assists Faculty Designing Similar
Knowledge of Science of Learning and Regulates Own Learning
Selects and Uses Appropriate Teaching Strategies for Conditions/Student Learning
Has Excellent Pacing and Timing of Facilitation and Teaching; Smooth and Effortless
Leads and Models Scholarly Teaching and Learning Activities About Own Practice
Well-Developed Teaching Portfolio; Serves as a Model for Faculty

Educational Development

Engages in All Levels of Pedagogy Support Requests and Consultations
Engages in All Levels of Technology Support Requests and Consultations
Well-Developed Educational Development Portfolio; Serves as a Model for Others

Facilitation and Change Management

Facilitates, Connects and Consults with Faculty, Students and Administration
Facilitates Change through Educational Development Across the Institute
Communicates Effectively; Models and Shares Strategies with Others
Designs Accessible Materials; Models for Faculty How to Present Materials
Supports Change through Employing Principles of Change Management
Models How to Work Well Within Organizational Culture; Plays Role within Institution
Builds Teams and Manages Them, Models and Trains Others

Planning and Project Management

Independently Plans and Implements Activities, Tasks and Work Duties
Leads/Manages All Sizes of Projects, Manages Performance and Assessment
Solves Ill-Defined Problems Independently
Markets and Promotes Offerings in Variety of Ways
Applies Program Development and Evaluation Strategies

Areas to Gather Evidence: Reflections and Narratives (Blogs, Posts, Stories, Video Summaries, Writing); Project Documents; Letters of Recommendation; Peer Reviews or Peer Assessments of Presentations; Session or Workshop Evaluations; Testimonials, Professional Development Plans, Communities of Practice/Learning Circles Feedback, Evidence of Trying New Things; Creative Endeavours, Book or Chapter Summaries/Synopses; Collaborations with Others/Groups; Professional Learning Networks; Conferences/Sessions/Course Documents or Listing of Participation; Published Research; Promotional Material Development; Feedback from Supervisors; Handouts Developed For Sessions: Application of Theory to Practice; Feedback from Consultees; Participation Listing of Committee Involvement; Contributions to Educational Blogs/Newsletters; And So Many More Ways to Demonstrate Your Learning