



CLASSIFICATION STANDARD

EDUCATION

SCIENTIFIC AND PROFESSIONAL CATEGORY

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INTRODUCTION

The positions allocated to this occupational group are divided into three sub-groups:

Language Teaching
Elementary and Secondary Teaching
Education Services

The first two sub-groups include teachers and their immediate supervisors. In accordance with established practice in the teaching community, basic pay for incumbents of positions in these two sub-groups is to be determined by the incumbent's academic training and experience. The classification standard for each of these subgroups distinguishes between the several levels of administrative and supervisory responsibility for which additional remuneration is provided in the form of an allowance.

The third sub-group consists of specialists, advisers, consultants and administrators in the education field. The classification standard for this sub-group is a point rating standard.

Allocation to one or other of the three sub-groups is to be determined by reference to the sub-group definitions.

Minimum Qualifications

Each of the group definitions in the category includes a statement of "Minimum Qualifications". These requirements are to apply without modification to all new entrants appointed to positions in the category on or after July 1, 1967. With respect to experienced public servants who may not possess the formal education

prescribed in the definitions but who are certified or who are qualified for certification in their jobs on June 30, 1967, in classes prescribed by the Public Service Commission, the statements are intended to indicate the norms against which the qualifications of the individual may be assessed in order to judge whether or not the combination of his education, training and experience provides, for the particular job being filled, qualifications equal to or higher than those prescribed in the "Minimum Qualifications" of the relevant occupational group.

CATEGORY DEFINITION

Occupational categories were repealed by the Public Service Reform Act (PSRA), effective April 1, 1993. Therefore, the occupational category definitions have been deleted from the classification standards.

GROUP DEFINITION

For occupational group allocation, it is recommended that you use the [Occupational Group Definition Maps](#), which provide the 1999 group definition and their corresponding inclusion and exclusion statements. The maps explicitly link the relevant parts of the overall 1999 occupational group definition to each classification standard.

INTRODUCTION

The classification standard for the Language Teaching Sub-group is to be used to evaluate the duties of language teachers and their immediate supervisors. The standard includes an introduction, a definition of the sub-group and level descriptions.

The standard provides for the classification of positions in one of three levels of difficulty which are Language Teaching 1, provided for Teachers, Language Teaching 2, provided for Senior Teachers and Language Teaching 3, provided for Principals. However, in accordance with established practice in the teaching community, the basic pay, regardless of level, is to be determined by the incumbent's academic training and experience. An allowance, determined by the level and the numbers supervised, is added to the basic rate.

The standard is to be applied by comparing the duties of the position to the descriptions of levels.

SUB-GROUP DEFINITION

The teaching, or the supervision of the teaching, of an official or a foreign language to members of the Public Service of Canada and such other persons as may be authorized from time to time.

Inclusions

Positions included in this sub-group are those in which one or more of the following duties is of primary importance:

- The teaching of English, French or a foreign language to members of the Public Service of Canada and such other persons as may be authorized from time to time.
- The provision of guidance and direction to language teachers by a senior teacher.
- The administration by a school principal of a language school of the Public Service of Canada.

Exclusions

Positions excluded from this sub-group are those in which one or more of the following duties is of primary importance's

- The teaching of elementary, secondary or vocational curricula in Indian and northern schools and in other institutions of the Public Service of Canada.
- The teaching of basic or literacy education classes in Indian and northern communities.
- The direction of an education-program, or part of a program.
- The planning, development or evaluation of educational programs.
- The conduct of education research, the development of curricula or tests, or the provision of advice.
- The planning, teaching, direction or guidance of education programs for adults other than those carried out in language schools of the Public Service of Canada.

DESCRIPTION OF LEVELS

Language Teaching 1 - TEACHER

Under general supervision

- Teaches a second language, English, French or a foreign language - by developing lesson plans and classroom exercises, - by instructing students using selected teaching aids, and - by giving remedial instruction to slow achievers.
- Tests students for the purpose of determining and recording the level of proficiency.
- Keeps informed of developments in the language teaching field.

Language Teaching 2 - SENIOR TEACHER

Under direction

- Fosters the development of teaching skills in language teachers by reviewing and constructively criticizing the work of teachers in the classroom,
 - by discussion of problem areas with teachers,
 - by reviewing and, when required, recommending modification of course content,
 - by assessing the response and performance of students, and
 - by reviewing and comparing test results and teacher evaluation of students.
- Assigns teachers to classes following consultation with the principal, training officers and inspectors.
- Occasionally teaches a class to demonstrate teaching methodology.

Language Teaching 3 - PRINCIPAL

Under direction

- Directs, evaluates and guides the work of senior teachers and teachers
 - by observing teaching in progress in classrooms,
 - by reviewing students' achievements, and
 - by meeting periodically with the senior teachers and teachers to discuss teaching being done.
- Provides the necessary school facilities
 - by allocating space,
 - by procuring equipment and teaching materials, and - by arranging teaching timetables.
- Inspects school facilities at intervals to ensure that they are adequate and are properly maintained.
- May direct extra-curricular activities of a social and cultural nature for the student group.
- May direct housekeeping services.

INTRODUCTION

The classification standard for the Elementary and Secondary Teaching Sub-group is to be used to evaluate the duties of teachers and their immediate supervisors. The standard includes an introduction, a definition of the sub-group and level descriptions.

The standard provides for the classification of positions in one of four levels of difficulty which may be briefly described as Teacher, Department Head, Assistant Principal and Principal. However, in accordance with established practice in the teaching community, the basic pay, regardless of level, is to be determined by the incumbent's academic training and experience. An allowance, determined by the level and by the numbers supervised, is added to the basic rate.

The standard is to be applied by comparing the duties of the position to the descriptions of levels.

SUB-GROUP DEFINITION

The teaching and counseling of students in elementary and secondary schools; the teaching and counseling of youths and adults; the supervision of teaching and counseling activities.

Inclusions

Positions included in this sub-group are those in which one or more of the following duties is of primary importance:

- The teaching of elementary, secondary or vocational curricula in Indian and northern schools and academic, technical and vocational subjects in other institutions of the Public Service of Canada.
- The teaching of classes in literacy and adult education in Indian and northern communities.
- The counseling of Indian students and students in northern communities.
- The supervision of any of the above duties as provided by department heads, assistant principals and principals in Indian and northern schools and by their counterparts in other institutions of the Public Service of Canada.

Exclusions

Positions excluded from this sub-group are those in which one or more of the following duties is of primary importance:

- The direction of an education program, or part of a program.
- The planning, development or evaluation of education programs such as elementary and secondary teaching, language teaching, vocational training, adult education, literacy education and health education.
- The conduct of educational research, the development of curricula or tests, or the provision of advice.
- The teaching of an official or a foreign language to members of the Canadian Public Service, or the supervision of these duties by senior teachers or principals.

DESCRIPTION OF LEVELS,

Elementary and Secondary Teaching 1 - TEACHER OR EQUIVALENT

Under general supervision may perform either or both of the following sets of duties:

- Teaches academic, technical, vocational, or adult education subjects
 - by developing lesson plans and classroom exercises,
 - by instructing students using a variety of teaching aids, and
 - by providing remedial instruction to slow achievers.
- Tests students for the purpose of determining and recording their levels of proficiency.
- Keeps informed of developments in the teaching field.
- Performs administrative and related duties as required.

OR

- Guides and counsels students
 - by means of individual or group interviews,
 - by arranging diagnostic or other referral service for students with special difficulties,
 - by discussing students' behavioral and personal problems, and
 - by providing students with information about vocational and technical courses which are available.
- Consults with teaching staff to ensure that students are taking courses in keeping with their occupational goals.
- Promotes activities that inform the teachers, parents and students about occupational training and job opportunities.
- Performs related duties as required.

Elementary and Secondary Teaching 2 - DEPARTMENT HEAD OR EQUIVALENT Under

direction

- Plans, implements and supervises the teaching of a particular area or subject in the academic school program in accordance with the approved curriculum - by advising teachers on methodology,
 - by selecting appropriate resource and reference material for teachers' use,
 - by evaluating instructional methods and materials and revising them when required.
- Keeps informed of developments in the teaching field. -
Teaches classes if required.
- Performs related duties as required.

Education
Sub-group: Elementary and
Secondary Teaching

elementary and Secondary Teaching 3 - ASSISTANT PRINCIPAL OR EQUIVALENT

Under direction

- Assists the principal with the administration of a school or a similar institution of learning
 - by allocating classrooms and equipment to the teaching staff,
 - by disciplining students for misbehavior or infractions of regulations, - by performing such related duties as may be assigned by the principal.
- Teaches classes, if required.

Elementary and Secondary Teaching 4 - PRINCIPAL OR EQUIVALENT

Under direction

- Administers the academic or vocational program and supporting services in a school or a similar institution of learning
 - by supervising classroom instruction,
 - by evaluating the academic or vocational program to ensure conformance to standards,
 - by reviewing students' achievements,
 - by meeting periodically with the teaching staff to discuss teaching being done,
 - by supervising assignment of teachers and students to classes,
 - by inspecting school facilities to ensure that they are adequate and are properly maintained,
 - by requesting building alterations and requisitioning supplies, equipment and instructional material, and
 - by ensuring that adequate administrative records are established and maintained.
- Teaches part-time when size of school permits.
- Performs related duties as required.

INTRODUCTION

The classification standard for the Education Services Sub-group is a point-rating plan consisting of an introduction, a definition of the sub-group, point-rating scales and bench-mark position descriptions.

Point rating is an analytical, quantitative method of determining the relative values of jobs. It is particularly suited to heterogeneous occupational groups or sub-groups in which jobs consist of a variety of combinations of duties and tasks. Essentially, point-rating plans define characteristics of factors common to the jobs being evaluated. They define degrees of each factor and allocate point values to each degree. The total value determined for each job is the sum of the point values assigned by the raters.

All methods of job evaluation require the exercise of judgment and the orderly collection and analysis of information in order that consistent judgments can be made. The point-rating method facilitates rational discussion and resolution of differences in determining the relative values of jobs.

Factors

The combined factors do not describe all aspects of jobs. They deal only with those characteristics that can be defined and distinguished and that are useful in determining the relative values of jobs.

Four factors are used in this plan. Three of the factors are two-dimensional and have been defined in terms of two related elements.

Point Values

The maximum point value assigned to each factor reflects its relative importance. Similarly, point values have been assigned to the degrees of the factors.

Point values of the degrees of each factor increase arithmetically. The minimum point values for Knowledge, Problem Solving and Responsibility for Contacts are one-fifth of the maximum value. The minimum point value for Supervision is one tenth of the maximum value. There will be positions in this sub-group to which the Supervision factor will not apply.

Rating Plan

In the rating plan the following factors, elements, weights and point values are used:

Education
 Sub-group: Education Services

Factor	Element	Percentage of Total Points	Point Minimum	Values Maximum
Knowledge		35	70	350
Problem Solving	Scope for Initiative and Imagination Impact of Activities	35	70	350
Responsibility for Contacts	Purpose and Nature of Contacts Persons Contacted	15	30	150
Supervision	Number of Employees Supervised Level of Employees Supervised	15	15	150
		100		

Bench-mark Positions

Bench-mark position descriptions are used to exemplify degrees of each factor or element. Each description consists of a brief summary, a list of the principal duties **with** the percentage of time devoted to each, and a specification describing each of the factors being rated. The bench-mark positions have been evaluated, and the degree and point values assigned to each factor are shown in the specifications.

The rating scales identify the bench-mark descriptions that exemplify each degree. These descriptions are an integral part of the point-rating plan and are used to ensure consistency in application of the rating scales.

Use of the Standard

There are six steps in the application of this classification standard.

1. Allocation of the position to the category, group and sub-group is confirmed by reference to the definitions and the descriptions of inclusions and exclusions.
2. The position description is studied to ensure understanding of the position as a whole and of each factor. The relation of the position being rated to the positions above and below it in the organization is also studied.
3. Tentative degrees of each factor in the position being rated are determined by comparison with degree definitions in the rating scales. Uniform application of degree definitions requires

- frequent reference to the descriptions of factors and the notes to raters.
4. The description of the factor in each of the bench-mark positions exemplifying the degree tentatively established is compared with the description of the factor in the position being rated. Comparisons are also made with descriptions of the factor in benchmark positions for the degrees above and below the one tentatively established.
 5. The point values for all factors are added to determine the tentative total point rating.
 6. The position being rated is compared as a whole with positions to which similar total point values have been assigned, as a check on the validity of the total rating.

Determination of Levels,

The ultimate objective of job evaluation is the determination of the relative values of jobs in each occupational group and sub-group. Jobs that fall within a designated range of point values will be regarded as of equal difficulty and will be allocated to the same level.

SUB-GROUP DEFINITION

The planning, development, direction or evaluation of education programs such as language teaching, vocational training, elementary and secondary teaching, adult education, literacy education and health education; the conduct of educational research; the provision of advice.

Inclusions

Positions included in this sub-group are those in which one or more of the following duties is of primary importance:

- The conduct of education research, such as curriculum or test research and development.
- The evaluation of course or program content and the planning and development of new programs.
- The evaluation of teaching methodology and of teacher performance.
- The direction of an education program, or part of a program.
- The provision of advice on any of the aforementioned duties.
- The supervision or direction of any of these duties.

Exclusions

Positions excluded from this sub-group are those in which one or more of the following duties is of primary importance:

- The teaching of an official or foreign language to members of the Canadian Public Service, or the supervision of these duties by senior teachers or principals.
- The teaching of elementary, secondary or vocational subjects in Indian and northern schools and academic, technical and vocational subjects in other Canadian Government institutions.
- The teaching of classes in literacy and adult education in Indian and northern communities.
- The counseling of Indian students and students in northern communities. - The supervision or direction of teaching activities by department heads, assistant principals and principals in Indian and northern schools and by their counterparts in other Canadian Government institutions.
- The administration of a district or region within which the administration of the education system is one component.

RATING SCALES, EDUCATION SERVICES

SUB-GROUP FACTOR WEIGHTS

KNOWLEDGE	350
PROBLEM SOLVING	350
RESPONSIBILITY FOR CONTACTS	150
SUPERVISION	150
	1,000

Education

Sub-group: Education Services

KNOWLEDGE

This factor is used to measure the difficulty of the work in terms of the knowledge and skill required to perform the duties of the position.

Definitions

"Knowledge" refers to the understanding of the nature of the teaching-learning process, of pedagogical principles, concepts, practices and techniques, of basic theory in such specialized fields of education as adult education, vocational training, health education, language teaching, and elementary and secondary teaching in a cross-cultural setting, and of program objectives, administrative practice, legislation and regulations.

"Skill" refers to facility in conceiving, developing or evaluating courses, texts, curricula, testing procedures, plans and projects for school or adult programs; in devising, applying, or guiding the application of pedagogical procedures and techniques; or in coordinating, directing, controlling and evaluating education programs or portions of programs and related activities.

Notes to Raters

Knowledge and skill beyond that associated with the minimum qualifications required for the group is normally acquired by combinations of on-the-job training, in-service training, continuing study of professional literature, completion of postgraduate studies and experience in related and progressively more responsible jobs.

The seven degrees of the Knowledge factor assigned to bench-mark positions have been established by the comparative ranking of key positions in the Education Services Sub-group. In applying the standard, the degree of the factor tentatively selected is to be confirmed by comparing the duties of the position being rated with the duties and specifications of the bench-mark positions.

RATING SCALE - KNOWLEDGE

Degree of Knowledge	Points	Benchmark Position Descriptions	Page
1	70	Area Adult Educator, Rankin Inlet, Keewatin Region, N.Admin.Branch Regional Language Arts Specialist, Indian Affairs Branch	28 50
2	116	Regional Supervisor of Adult Education, Baffin Island Region, Northern Administration Branch Regional Supervisor of Home Econ., Alberta Reg., Indian Affairs Br.	60 63
3	162	Test Specialist, Language Bureau	72
4	209	Reg.Supt. of Schools, Arctic Que. Reg., Northern Admin. Branch Senior Test Development Specialist, Language Bureau	53 66
5	256	Chief, Curriculum and Methodology Unit, Language Bureau Head, Adult Education Section, Indian Affairs Branch	31 47'
6	303	Chief, Vocational Training and Spec.Services, Ind.Aff.Branch District Superintendent of Schools, Arctic District, Northern Admini stration Branch	39 43
7	350	Chief of Education, Northern Administration Branch	35

PROBLEM SOLVING,

This factor is used to measure the difficulty of the duties of the position as indicated by the scope for initiative and imagination in solving problems and by the impact of activities.

Definitions

"Problem solving" refers to the requirement to identify courses of action and to select or modify the one to be taken to meet the immediate educational needs of individuals, groups or communities, or to formulate plans or proposals to meet their long-term needs.

"Scope" refers to the latitude allowed, both by the nature of the work and by freedom from the control of superiors, for modification, adaptation and innovation, and hence for the exercise of initiative, judgment and imagination.

"Impact of activities" refers to the importance of the activities in terms of their effect on individuals, groups and communities and on the resources committed or affected. It also refers to the effect of activities on other government or private agencies, the effect on the educational program provided, and the significance of precedents and projects that are established.

"Program" refers to the plans of action developed and implemented by an organization to achieve its objectives.

Notes to Raters

The three degrees of the Impact of Activities element have been established by ranking key positions and are illustrated by the bench-mark position descriptions. The following characteristics of the work are to be considered in determining a tentative degree for this element:

1. The effect of decisions on individuals, groups or communities, taking into account the kind and significance of the effect and the number of persons affected.
2. The effect of the professional guidance and technical direction provided by the incumbent of the position to persons engaged in implementing public service teaching programs, taking into account the significance of the effect and the number of persons affected.
3. The extent to which the incumbent's activities require the utilization of departmental resources, in terms of their size, value and kind, or require the development and utilization of community resources such as volunteer teachers and instructors.

Education

Sub-group: Education Services

4. The extent to which the incumbent of the position being rated is the effective recommending or implementing authority, which is usually related to the level of the position in the organization.
5. The consequences of an error in judgment in making recommendations or decisions.

Any one characteristic is only an indication of the Impact of Activities element, and the whole context within which the work is performed is to be considered. The degree of the element tentatively selected is then to be confirmed by comparing the duties of the position being rated with the duties and specifications of bench-mark positions.

The degree of the Problem Solving factor tentatively selected is to be confirmed by comparing the position being rated with the descriptions of the duties and specifications of the bench-mark positions.

Education

Sub-group: Education Services

RATING SCALE - PROBLEM SOLVING

Scope for Initiative and Imagination
in the Solving of Problems, and Degree

Impact of
Activities,
and Degree

Problems are solved by the selection of one several known techniques or methods and by a moderate degree of modification or adaptation of the method selected. There is scope for initiative and judgment in the selection of the alternatives. Direction sought to ensure that solutions to problems are in keeping with established program objectives.

Problems are solved by substantial modification or adaptation of known techniques or methods. There is scope for the exercise of initiative and imagination in the devising of new techniques and methods and in the recommending of changes in activities or program content.

The problems to solved are typically those for which precedent exists. Solutions require exercise of a high degree of imagination and judgment in formulation and development of fresh approaches. Solutions developed frequently influence program content or the formulation of program objectives and policy.

	A	B	C
	70	141	212
	Page	Page	Page
1	Area Adult Educator, Rankin Inlet, Keewatin Region, N.Admin.Branch Reg.Language Arts Spec., Ind.Aff.Br. Teacher Consultant, Arctic Que.Reg., N.Admin.Branch	Senior Test Development Specialist, Language Bureau	
	28	66	
2	139 Reg.Supt. of Schools, Arctic Que.Reg., N.Admin.Branch Reg.Sup.of Adult Ed., Baffin Island Reg., N. Admin.Branch	210 Chief, Curriculum and Methodology Unit, Language Bureau 53 District Supt.of Schools, Arctic Dist., N,Admin.Branch 60 Head, Adult Educ. Sec., Ind.Aff.Br.	281 Chief, Vocational Training and Special Services, Indian Affairs Branch
	39	43	39
3	208	279	350 Chief of Education, Northern Administration Branch
			35

Education

Sub-group: Education Services

RESPONSIBILITY FOR CONTACTS

This factor is used to measure the difficulty and importance of contacts that occur as an integral part of the work and the requirements imposed by these contacts to work and communicate with others in person, by telephone or in writing. The elements of the factor are the purpose and nature of contacts and the persons contacted.

Definitions

"Colleagues" refers to employees in the federal public service who are engaged in similar fields of work and who have no authority to control or affect the extent and scope of the programs of the department.

"Associates" refers to persons with whom contacts are customarily established over long periods of time and in circumstances that develop an awareness of each other's requirements.

"Officials" refers to administrators or other persons with some degree of executive authority who are not associates or colleagues.

Notes to Raters,

Only those contacts that are an integral part of the work and that result from the duties assigned or sanctioned by management are to be considered.

An officer of a department, another level of government, educational institution, private organization or industry may be an associate or an official, depending on the circumstances under which the contacts occur.

If the duties of the position include contacts involving more than one combination of persons contacted and the purpose and nature of contacts, the points for each degree are to be determined and the highest point value used.

Points are to be assigned for written contacts only if the duties of the position being rated include responsibility for signing letters or memoranda. Points will not be assigned if responsibility is limited to contacts by form or pattern letters.

Purpose and Nature of contacts , and degree

Persons Contacted and Degree	To give, obtain and exchange information requiring discussion, explanation and co- operation.		To persuade and obtain assistance or agreement of others.		To act as a representative of the department or agency at formal meetings where differences in interest may be expected, with authority to discuss problems and seek common ground on which base solutions or to negotiate agreements of moderate significance.		To act as a representative of the department or agency in negotiating agreements of considerable significance with authority to formulate programs within established objectives.	
	A	B	C	D				
Such persons as school children, parents, adult students, associates and colleagues in other departments and agencies, and employees in the same department.	30	Page 58	Page 86	page 115				Page
	1	Area Adult Educator, Rankin Inlet, Keewatin Reg., N.Admin. Branch	28					
Such persons as officials in other departments and agencies, and associates in other levels of government, other countries, universities and colleges, research centres, private organizations or industry.	47	75	103	132				
	2	Senior Test Dev Specialist, Language Bur.66 Test Specialist, Language Bur.72	50	53	50	53	63	69
		Reg. Language Arts Spec., Indian Affairs Branch			Testing and Evaluation Specialist, Northern Administration Branch			
		Reg. Supt. of Schools, Arctic Que.Reg., N.Ad.Br.						
		Reg.Sup. of Home Economics, Alta. Reg., Indian Aff. Branch						
		Teacher consultant, Artic Que.Reg., N.Admin. Branch						
Officials of other levels of government, other countries, universities and colleges, research centres, private organizations or industry.	65	931	121	150				
	3				Chief, Curriculum and Methodology Unit, Language Bureau	Chief of Education, N.Administration Branch		35
					Dist. Supt. of Schools, Arctic Dist., N.Ad.Br.	Chief, Vocational Training and Special Serv., Indian Affairs Branch		39
					Reg.Supt., Vocational Training and Spec.Serv., Sask.Reg., Indian Affairs Branch			

SUPERVISION

This factor is used to measure the continuing responsibility that the incumbent of the position assumes for the work and guidance of other employees. The factor has two elements. The first element is the number of employees supervised. The second element is the nature of supervisory responsibility and the level of employees supervised.

Definition

"Number of employees supervised" refers to the total number of employees for whom the incumbent of the position exercises supervisory responsibility.

"Level of employees supervised" refers to the highest level supervised.

Notes to Raters

Only those positions whose incumbents have a continuing and substantive responsibility for the supervision of the work of other employees are to be assigned points under this factor. Characteristically, "substantive responsibility" includes allocating staff to various work projects, proposing disciplinary action, informing staff of their strengths and weaknesses, appraising employee performance, recommending employment, promotions and transfers, proposing training and development action, proposing changes in numbers and classification of positions, and ensuring that work standards are maintained.

Occasional supervision, such as that performed during absences of the supervisor on annual or sick leave, is not to be rated.

The provision of professional guidance or technical direction to persons engaged in implementing public service teaching programs should not be recognized here. The requirement to direct or guide such employees on professional matters is recognized in the "Impact of Activities" element of the "Problem Solving" factor.

For the purpose of the standard, "number of employees supervised" includes the total of the following:

1. The number of employees in the department or agency for whom the incumbent has continuing supervisory responsibility directly or through subordinate supervisors.
2. The number of man-years of work performed by casual, part-time and seasonal employees who are supervised by the incumbent.
3. The number of employees **in** the department or agency for whom the incumbent has responsibility for functional supervision.

Education

Sub-group: Education Services

The term "functional supervision" applies to staff of units for which the incumbent of the position being evaluated

1. has authority to prescribe objectives or programs and the methods and procedures to be followed in carrying out a specialized function,

and

2. has responsibility for ensuring adherence to established programs, methods and procedures,

and

3. has authority to make effective recommendations on employment, promotions or transfers.

In 3 above, the term "has authority" refers to established practices that require senior officials to exercise significant influence on the employment, promotion or transfer of employees who are not under their direct supervision. It does not imply, however, authority to impose their views on line officers.

Employees at all levels are to be included in the numbers subject to functional supervision, although the third criterion may not apply to those at junior levels to the same degree as to more senior employees.

Nature of Supervisory Responsibility and Level of Employees Supervised is the second *element* of this factor. In determining the degree of this element to which a supervisory position is to be assigned raters are to interpret the phrase, "positions classified . . . at equivalent levels in other groups or sub-groups" that appears in the definitions of Degrees 2 and 3 to mean that the maximum salary rate established for their level does not exceed the maximum salary rate established for the ED-EDS levels designated in the respective degree definitions. Compensation earned by an incumbent of a position above the established maximum rate for the level such as performance pay, or any allowance, is not to be taken into account for this purpose.

RATING SCALE - SUPERVISION

Level of Employees Supervised, and Degree	Number of Employees Supervised and Degree						
	1-3	4-10	11-25	26-75	76-200	201-400	401 and over
	A	B	C	D	E	F	G
1	15	32	49	67	85	103	121
2	29	46	63	81	99	117	135
3	44	61	78	96	114	132	150

Nature of Supervisory Responsibility and Level
of Employees Supervised, and Degree

Bench-mark Position Descriptions

Continuing and substantive supervision
of employees in any category.

Regional Supervisor of Home
Economics, Alberta Region,
Indian Affairs Branch

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63

1

Continuing and substantive supervision
of employees, one or more of whom occupy
positions classified at levels ED-EDS-1,
2 and 3, or at equivalent levels in other
groups or sub-groups.

Chief, Curriculum and Methodology
Unit, Language Bureau
Head, Adult Education Section,
Indian Affairs Branch
Reg.Supt. of Schools, Arctic Que.
Reg.,N. Administration Branch

31
47
53

2

Continuing and substantive supervision of
employees, one or more of whom occupy
positions classified at levels ED-EDS-4,
5, 6 and 7, or at equivalent levels in
other groups or sub-groups.

Chief of Education, N.Admin.Br.
Chief, Vocational Training and
Spec. Serv., Indian Aff. Branch
District Supt. of Schools, Arctic
District, N. Admin. Branch

35
39
43

3

PERCH-MARK POSITION DESCRIPTION INDEX

In Alphabetical Order

BENCH-MARK POSITION NO.	DESCRIPTIVE TITLE	PAGE
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2	Chief, Curriculum and Methodology Unit, Language Bureau	31
3	Chief of Education, Northern Administration Branch	35
4	Chief, Vocational Training and Special Services, Indian Affairs Branch	39
5	District Superintendent of Schools, Arctic District, Northern Administration Branch	43
6	Head, Adult Education Section, Indian Affairs Branch	47
7	Regional Language Arts Specialist, Indian Affairs Branch	50
8	Regional Superintendent of Schools, Arctic Quebec Region, Northern Administration Branch	53
9	Regional Superintendent of Vocational Training and Special Services, Saskatchewan Region, Indian Affairs Branch	56
10	Regional Supervisor of Adult Education, Baffin Island Region, Northern Administration Branch	60
11	Regional Supervisor of Home Economics, Alberta Region, Indian Affairs Branch	63
12	Senior Test Development Specialist, Language Bureau	66
13	Teacher Consultant, Arctic Quebec Region, Northern Administration Branch	69
14	Test Specialist, Language Bureau	72
15	Testing and Evaluation Specialist, Northern Administration Branch	75

BENCH-MARK POSITION DESCRIPTION INDEX In Ascending Order of Point Values

DESCRIPTIVE TITLE	BENCH-MARK POSITION NO.	POINTS	PAGE
Regional Language Arts Specialist, Indian Affairs Branch	7	215	50
Teacher Consultant, Arctic Quebec Region, Northern Administration Branch	13	215	69
Area Adult Educator, Rankin Inlet, Keewatin Region, Northern Administration Branch	1	230	28
Test Specialist, Language Bureau	14	279	72
Regional Supervisor of Home Economics, Alberta Region, Indian Affairs Branch	11	310	63
Regional Supervisor of Adult Education, Baffin Island Region, Northern Administration Branch	10	376	60
Senior Test Development Specialist, Language Bureau	12	443	66
Regional Superintendent of Schools, Arctic Quebec Region, Northern Administration Branch	8	522	53
Testing and Evaluation Specialist, Northern Administration Branch	15	522	75
Head, Adult Education Section, Indian Affairs Branch	6	570	47
Regional Superintendent, Vocational Training and Special Services, Saskatchewan Region, Indian Affairs Branch	9	650	56
Chief, Curriculum and Methodology Unit, Language Bureau	2	650	31
District Superintendent of Schools, Arctic District, Northern Administration Branch	5	766	43
Chief, Vocational Training and Special Services, Indian Affairs Branch	4	848	39
Chief of Education, Northern Administration Branch	3	1,000	35

BENCH-MARK POSITION DESCRIPTION

Bench-mark Position Number: 1

Level:

Descriptive Title: AREA ADULT EDUCATOR,
RANKIN INLET, KEEWATIN REGION,
NORTHERN ADMINISTRATION BRANCH

Point Rating: 230

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Under the direction of the Regional Superintendent of Schools, Keewatin Region, Northern Administration Branch, plans, organizes and directs adult education activities at the area level that are designed to assist the indigenous people in living and working within a culture different from their native culture.

Duties

% of Time,

- Plans and organizes projects, courses and other activities in such areas of adult education as literacy education, citizenship, housing, home management, wildlife conservation, co-operatives community development and leadership training to help the indigenous population understand and adapt to an alien culture and to fit them for particular socio-economic changes
 - by surveying the social and educational needs of the adults in the area and relating these to industrial, economic and community needs, 35
 - by defining long-term area objectives and short-term course or project objectives and determining the most effective means of achieving the objectives,
 - by developing outlines of courses or projects, and
 - by adapting available adult education materials to the vernacular language of the indigenous people or to other requirements of the particular situation.

- Staffs and directs the activities of the adult education program
 - by recruiting, selecting and engaging leaders, instructors, resource persons and interpreters on a volunteer or contract basis,
 - by arranging training or by training such personnel,
 - by supervising the work of volunteer and contract personnel and day-school teachers engaged on a part-time basis for adult education instruction, 30
 - by guiding voluntary leaders in the development of a frame work for the conduct of their programs, and
 - by evaluating the courses and projects for suitability of methods, content and results achieved, and the leaders, instructors and resource personnel for the adequacy of their performance.

- Controls the activities of the adult education program to ensure that the most effective program is carried out with the resources available
 - by ensuring that departmental policy, directives and procedures are followed, 15

Education

Sub-group: Education Services

B.M.P.D. No. 1

% of Time

- by estimating cost of courses and projects and ensuring that expenditures remain within the agreed budget,
 - by relating plans for projects and activities to available area facilities and to human and financial resources,
 - by maintaining accurate statistical data on adult participation in courses and projects,
 - by recording costs of projects, as reference data for use in compiling future estimates,
 - by maintaining an educational inventory for all adults in the area, as reference data for project planning or for the employment of the adults, and
 - by obtaining and maintaining an adequate supply of teaching aids and educational materials.
- Promotes community interest in and support for adult education activities in the area to obtain greater participation of local leaders in defining needs and setting project objectives
- by addressing community groups and organizations on departmental program objectives and on the results achieved, 5
 - by arranging and participating in community meetings, work shops and conferences, and
 - by writing news releases and newspaper copy and giving talks over radio.
- Solicits the co-operation of departmental colleagues and of other agencies, both public and private, in collaborative planning to avoid duplication of effort and to increase the area of mutual benefit
- by attending formal meetings as departmental or branch representative, and 5
 - by conducting correspondence with departmental colleagues and representatives of public agencies, business and community organizations.
- Advises the Regional Superintendent of Education on regional and departmental adult education policies as they affect the area operation
- by developing and recommending new policies and procedures or the revision of existing ones when area experience indicates the need for adjustment, and 2
 - by submitting statistical and substantive reports.
- Performs related duties such as teaching adult education courses when staff is not available. 8

Specifications

degree Points

Knowledge

The work requires a good knowledge of adult education theory and practice, of the facilities and resources available in the Rankin Inlet Area, and of the policies and regulations

Degree Points

governing adult education activities. It also requires a good knowledge and appreciation of the problems inherent in the acculturation process of an indigenous people. The work requires experience in adult education or community development, or preferably, recent and successful adult education experience with Indians and Eskimos. It also requires experience in conducting meetings with representatives of other government departments and agencies, and with representatives of community and church groups. This knowledge is normally acquired through university graduation and courses in adult education, community development or a social science, plus experience in the field of adult education.

1 70

Problem Solving

The work requires identifying the problems and selecting from several possible techniques or methods the appropriate solution required to achieve the objectives of the adult education program in the area. Some modification of technique may be required to adapt the adult education activities to the peculiarities of a given community. Recommendations on the priorities to be applied to the use of human and financial resources are made to superiors. Initiative is required in devising and developing courses and projects to overcome the socio-economic problems resulting from an under-educated and culturally different people attempting to adapt to the dominant Canadian cultures. The recruiting and training of volunteer workers, in addition to those on contract or salary, has considerable impact on the success of the projects undertaken.

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Responsibility for Contacts

The work requires contacts with local indigenous leaders, councils and committees to solicit support and interest in adult education, with representatives of local church and community organizations to obtain their assistance and co-operation in adult education projects of mutual interest, with the Regional Supervisor of Adult Education to obtain technical direction and guidance, with the Regional Housing Officer to provide homemaking courses for the Eskimos who will live in new housing projects, and with various branch administrators to ensure adherence to departmental policies and directives.

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Supervisor

The work requires supervising four man-years of paid part-time instructors.

B₁ 32

Education
Sub-group: Education Services

BENCH-MARK POSITION DESCRIPTION

Bench-mark Position Number: 2

Level:

Descriptive Title: CHIEF, CURRICULUM AND
METHODOLOGY UNIT, LANGUAGE BUREAU

Point Rating: 650

Summary

Under the direction of the Chief, Curriculum and Test Development Section, plans, directs and co-ordinates research in and development of second language teaching programs and methods, which are used to provide language training to members of the Public Service of Canada.

Duties

% of Time,

- Plans and co-ordinates the development and production of second language teaching programs and methods through two Senior Curriculum Specialists to ensure that the Language Bureau schools are provided with second language courses that are linguistically and pedagogically sound and that meet the particular needs of the public service
 - by determining, in consultation with the Chief of the Curriculum and Test Development Section and members of Instructional Programs and Planning sections, the requirements of the Language Bureau for general and specialized second language courses and determining the type and level of such courses,
 - by establishing objectives, determining priorities, setting up work schedules and assigning regular curriculum staff and part-time teaching staff to various projects,
 - by ensuring that an appropriate progression of linguistic elements is established for each second language curriculum according to such criteria as frequency, productivity, usability, difficulty and level of importance,
 - by reviewing the progress and format of such course components being produced as teachers' manuals, students' texts and workbooks, films, filmstrips, slides and projectuals, and
- by approving, for printing or production, programs and audio-visual materials developed *by* the Section and the schools' teaching staff. 30

- Co-ordinates the work of Senior Curriculum Specialists conducting a continuing appraisal program, in the classroom, of curricula, teaching methods and instructional material in order to assess the effectiveness of newly created or revised programs
 - by planning, and assigning the Senior Curriculum Specialists to conduct trials of new materials in the schools,
 - by observing teachers at work whenever a major program revision has been undertaken,
 - by conferring with senior teachers and teachers on results achieved, and

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% of Time

- by studying reports made by the Instructional Programs Section and by the Assessment and Evaluation Unit.
- Plans and directs the research program in linguistics and in curriculum and methodology development
 - by reviewing the linguistic requirements of general and specialized second language courses,
 - by evaluating and approving the linguistic and pedagogical objectives of each research project,
 - by directing the linguistic description of spoken and written language samples, using lexical, morphological, syntactical, phonemic and semantic analytical techniques,
 - by initiating contrastive linguistic studies and comparative studies in methods and techniques,
 - by arranging for special linguistic research studies or surveys under contract to universities, and
 - by estimating the cost of the research program and making recommendations for appropriation of budgetary allotments.

- Organizes and co-ordinates, through Senior Curriculum Specialists, the analysis and evaluation of commercially available second language instructional programs and the evaluation, purchase, classification and maintenance of library material to ensure that curriculum and test specialists have the necessary resource material required in curriculum and test research and development
 - by providing guidance to Senior Curriculum Specialists evaluating or classifying instructional programs and other materials,
 - by approving the microfilming of unpublished studies in linguistics or language teaching and learning,
 - by developing a classification system of books and articles by subject areas for quick reference,
 - by supervising the classification and coding of all items received,
 - by recommending policies with respect to library practice and library loans, and
 - by acquiring reference books, reports, articles, journals and reviews dealing with linguistics, research findings, testing, statistics and psychology.

- Supervises, directly and through subordinate supervisors, professional and administrative support staff
 - **by** reviewing and analyzing personnel progress reports submitted by Senior Curriculum Specialists,
 - by evaluating the competence and potential of subordinate staff and recommending ways for improving the qualifications of personnel,
 - by recommending disciplinary action, promotions and transfers,
 - by approving work and leave schedules, and
 - by arranging for on-the-job training of personnel.

Education

Sub-group: Education Services

B.M.P.D. No. 2

% of Time

- Performs related duties such as allocating office space and equipment to staff, keeping abreast of new developments in language teaching and learning techniques through reading relevant texts and journals and consulting with senior university officials, writing annual and periodic progress reports that discuss the linguistic and curriculum development research of the Section, and recommending annual budget allotments for research projects and for staff training and development within the Section. 14

Specifications

Degree Points

Knowledge

The work requires a thorough knowledge of the development, production and application of second language teaching programs. It also requires an intimate knowledge of research procedures and second language teaching techniques and methods. The work requires a good knowledge of the language requirements of the public service and of the testing program carried out to determine students' aptitude, proficiency and achievement in language training. This knowledge is normally acquired through completion of a master's degree in linguistics, education or psychology, plus experience in second language teaching, curriculum research and development, and experience as an administrator. of 5 256

Problem Solving

The work requires devising new, and modifying or adapting existing courses, methods and techniques that form the basis of the second language teaching curriculum of the Language Bureau. Initiative and imagination are required in identifying and solving problems inherent in teaching a second language to public servants with various levels of formal education and language training experience. A high degree of judgment is required in evaluating and approving the linguistic and pedagogical content of research projects and second language curricula. Decisions and recommendations made to the Chief, Curriculum and Test Development Section, affect the quality and success of the language training program administered by the Language Bureau. B₂ 210

Responsibility for Contacts

The work requires contacts with section heads in the Language Bureau to keep abreast of plans and developments in other areas of the Language Bureau; with language school teaching staff to inform them of new courses, methods and techniques in language teaching; with representatives of the Canadian Education Association to inform and advise on the trends and developments in second language teaching; with the Curriculum Director of the

	Decree	Points
Curriculum Branch, Ontario Department of Education, to advise and recommend on second language teaching methods and techniques for use in public, separate and secondary schools; with the Director General of Education, Department of National Defense, to evaluate elementary school and second language teaching curricula of schools abroad and to assist and advise in teacher training, teacher evaluation and curriculum revisions; with the Director, Department of Applied Linguistics, University of Montreal, to negotiate the cost, target date and requirements of research projects to be carried out under contract by the university for the Language Bureau; and with heads of linguistic departments of Canadian and foreign universities to exchange research findings.	C 3	121

Supervision

The work requires supervising, through 2 subordinate supervisors, a, staff of 17 employees at the intermediate level of the Scientific and Professional Category and four employees in the Administrative Support Category.	C 2	63
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Education
Sub-group: Education Services

BENCH-MARK POSITION DESCRIPTION

Bench-mark Position Number: 3

Level:

Descriptive Title: CHIEF OF EDUCATION,
NORTHERN ADMINISTRATION BRANCH

Point Rating: 1,000

Summary

Under the general direction of the Director, Northern Administration Branch, plans, organizes and directs the activities of the Education Division, which is responsible for all aspects of education in the North; provides professional advice and guidance to the Branch on all educational matters; provides advice and guidance on the financial and construction agreements made with the Yukon Territory; and co-ordinates publicity and public relations for the Division.

Duties

% of Time,

- Plans, organizes and directs the activities of the Education Division, which is responsible for providing pre-school, primary, secondary,, postsecondary, vocational and adult education, vocational training, and counseling and job placement services, to ensure that educational opportunities consistent with sound philosophical, social and economic principles are developed for the whole population of the Northwest Territories and the Eskimo population of Northern Quebec and Churchill, Manitoba
 - by assessing the adequacy of existing policies and programs in the light of changing social, technical, economic and political conditions, 35
 - by establishing the objectives for the northern education system,
 - by conducting in-depth studies or directing the study of educational problems of northern residents to develop new policies, programs and approaches,
 - by establishing priorities for programs consistent with available personnel, financial and physical resources,
 - by consulting with line management on the allocation of staff and financial resources to the various activities of the education program, and
 - by establishing guide-lines for the effective employment of staff and optimum utilization of physical and financial resources.

- Provides professional advice and guidance to the Branch on the implementation of the federal-provincial and federal-territorial agreements for the administration and development of an integrated education system in the Northwest Territories, Northern Quebec and Churchill, Manitoba
 - by studying the recommendations of subordinates and considering other pertinent and available information to develop new ideas and concepts and policy proposals, 25
 - by developing and recommending legislation and regulations for schools and school districts, apprenticeship programs,

% of Time

- financial assistance for postsecondary education and vocational training, operation of pupil residences, and
- by drafting, submitting and defending proposals and recommendations to be used for consultations with the Council of the Northwest Territories.
- Provides advice and guidance to the Department on financial and construction policy for the Yukon Territory to ensure that educational affairs are soundly and economically administered in compliance with the federal-territorial agreement and that the educational needs of the indigenous people are met
- by studying proposals made, making counter proposals through correspondence and meetings with senior federal and territorial officials, and
 - by participating in formulating the five-year federal-territorial financial agreements. 5
- Secures additional education services outside the Branch such as the training of Northern Indians and Eskimos at the occupational training centres run by the Department of National Defense in Southern Canada, or the vocational training of Indians and Eskimos through agreements with the Department of Manpower and Immigration
- by meeting with senior officials of the departments concerned to discuss the details of arrangements, and 10
 - by entering into written agreements on behalf of the Branch with the departments concerned.
- Co-ordinates publicity and public relations for the Division to ensure a consistent approach
- by drafting speeches or statements to be made by the Minister on northern education,
 - by writing or reviewing articles for publication in professional journals or other media, 10
 - by directing the preparation of an annual education review, and
 - by establishing and maintaining effective communication with the Information Services Division.
- Conducts negotiations on behalf of the Department with senior officials of other levels of government, universities, school boards, labor unions and industry on such matters as purchase and use of provincial school curricula and vocational training facilities 15
- for northern schools and residents, on-the-job training, apprenticeship training, specific vocational training programs and projects, relocation of workers, and counseling and placement services, in order to make optimum use of educational resources and facilities available elsewhere in Canada.

Specifications

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Knowledge

The work requires a broad knowledge of all aspects of educational theory and practice. It also requires specific knowledge of the school and training facilities in the northern areas for which the Division **is** responsible, of the various acts, policies and regulations concerning the administration of these facilities, and a thorough knowledge of government financial and personnel practices. It also requires a thorough knowledge of the social, economic and cultural characteristics of scattered communities comprised of people ranging from those at a comparatively high level of sophistication to those who are semi-nomadic and at various levels of social and economic development. The work requires experience in directing and co-coordinating a large, widely dispersed and politically sensitive education program designed for all age groups of a racially and linguistically mixed population. It also requires experience in representing the Department at meetings and in discussions with senior officials of government, educational institutions and organizations, industry and labor. This knowledge is normally acquired through completion of a master's degree in education which will have included undergraduate or graduate courses in educational administration, anthropology, sociology or child psychology, plus experience as a teacher, principal and school superintendent and as an administrator at a senior level.

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Problem Solving

The work requires developing programs, and methods and procedures for staffing, in-service training, curriculum development, financial assistance and school construction to achieve the long-range educational goals of the Department in the North. The work also requires identifying and defining future requirements for establishing priorities and determining financial needs for a rapidly expanding education system. Proposed plans and recommendations, and modifications thereto are developed and, when approved, are implemented in accordance with general guide-lines and indications of priorities provided by the Director of the Northern Administration Branch. Decisions and recommendations directly affect the effectiveness of all educational services in the North and influence the development, employability, productivity and independence of the people. Decisions and recommendations also affect the utilization of a staff of over 600 employees and an annual budget of \$25 million.

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Responsibility for Contacts

The work requires contacts with the Minister, Deputy Minister and Assistant Deputy Minister of the Department to give advice

Degree Points

and to interpret and explain plans, policies and procedures; with the Assistant Deputy Minister and Director General, Manpower, Department of Manpower and Immigration, to negotiate agreements on behalf of the Northwest Territories on vocational training and manpower placement; with provincial deputy ministers of education to negotiate for services on behalf of the Government of the Northwest Territories and the Department; with Commissioners of the Northwest Territories to interpret departmental policies; with Bishops of the Anglican and Roman Catholic Churches to determine educational policies on religion; and with officials of universities and national education organizations to explain and interpret departmental policies and obtain their assistance in furthering education in the North.

D3 150

Supervision

The work requires supervising 50 headquarters employees through supervisors at the senior level of the Scientific and Professional Category and at the intermediate level of the Administrative and Foreign Service Category. It also requires the functional supervision, through two supervisors at the senior level of the Scientific and Professional Category, of a field staff of approximately 550 employees.

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Education
Sub-group: Education Services

BENCH-MARK POSITION DESCRIPTION

Bench-mark Position Number: 4

Level:

Descriptive Title: CHIEF, VOCATIONAL TRAINING AND
SPECIAL SERVICES,
INDIAN AFFAIRS BRANCH

Point Rating: 848

Summary

Under the general direction of the Director of Education, Indian Affairs Branch, and according to policies established by senior management, develops and directs the implementation and co-ordination of a program of vocational training, vocational counseling, adult education and relocation to provide adult Indians with the skills and opportunities needed for gainful employment, an operation conducted on a nationwide basis and requiring an annual budget of \$7.75 million and a staff of approximately 125 employees.

Duties

% of Time

- Develops programs of vocational training, vocational counseling, adult education and relocation to provide the adult Indian population with the skills and training and the opportunities needed for gainful employment
 - by reviewing the long-range goals of the Department,
 - by analyzing the results of surveys and research on population growth and employment trends to establish new and revised objectives for specific projects,
 - by convening conferences to discuss proposed objectives and to ensure that they are feasible,
 - by developing and recommending policy to be followed in the achievement of objectives,
 - by deciding when further information is required and initiating projects on a limited or **trial** basis, 25
 - by estimating the costs of individual projects to ensure that funds are available to meet established objectives, and
 - by determining whether the training, employment and relocation services offered by the Department of Manpower and Immigration and by provincial organizations can be used in the program and negotiating for their purchase.

- Implements vocational training, counseling, adult education and relocation programs to achieve the long-term goals of the Department
 - by providing direction to the heads of the Special Training, Adult Education, and Employment and Relocation sections to ensure co-ordination of activities,
 - by issuing directives to regional and district staff to explain objectives and to interpret policy,
 - by following up directives with field visits to provide additional guidance to the staff, and 20
 - by establishing priorities, allocating staff and allotting funds.

% of Time

- Evaluates projects to determine that results obtained warrant the funds and effort expended
 - by developing appropriate data-collecting procedures to obtain relevant information from the field,
 - by visiting field locations to discuss the projects with the persons responsible for their implementation,
 - by initiating and analyzing studies and reports of student enrolment, drop-outs, failures, successes and achievements, and
 - by reviewing progress reports from the regions and districts and taking corrective action if necessary.

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- Obtains and allocates the funds necessary to carry out the program
 - by compiling and reviewing estimated costs of individual projects,
 - by transferring funds between projects,
 - by projecting financial needs,
 - by compiling and submitting information for inclusion in the five-year program review, and
 - by making submissions to Treasury Board.

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- Conducts a program of training and development for field and head quarters staff
 - by giving guidance and instruction,
 - by establishing performance standards and appraising staff,
 - by recommending the promotion, transfer and disciplining of vocational education staff in the field,
 - by arranging and promoting meetings, conferences and seminars, and
 - by advising staff of departmental training opportunities and making arrangements for employee participation.

15

- Performs related duties such as attending interdivisional meetings to co-ordinate activities, developing and maintaining effective communication with other federal departments and with provincial educational agencies to avoid duplication of effort and to ensure that existing programs are utilized where feasible, and writing reports and conducting correspondence.

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Specifications Degree Points

Knowledge

The work requires a thorough knowledge of education theory, of teaching practice, of branch programs and objectives in the field of adult and vocational education for Indians, of the various acts, policies and regulations concerning the provision of training, counseling and employment services, and a good knowledge of government financial and personnel practices. It also requires a good knowledge of the social, economic and cultural characteristics of Indian communities both large and small, dispersed across the country and often found in remote and isolated areas. The work requires experience in directing

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the implementation and co-ordination of politically sensitive and multi-faceted programs on a nation-wide basis. It also requires experience in representing the Division in meetings and discussions with senior officials of government, and educational institutions and organizations. This knowledge is normally acquired through completion of a master's degree in education which will have included undergraduate or graduate courses in educational administration, vocational education, anthropology or sociology, plus experience as a teacher in the field of adult or vocational education and experience as an administrator.

Problem Solving

The work requires adapting established methods and procedures to conditions, attitudes and level of development of a given community to achieve the program objectives of the Branch. The implementation of new programs such as housing gives rise to a requirement to co-ordinate the activities of existing training programs, such as training in construction and homemaking skills with housing programs to ensure the optimum return on the funds allotted for both purposes and to avoid duplication of effort. Tact and good judgment are required in resisting pressure from Indian communities to establish training schemes that will have no immediate benefit or for which resources are not immediately available. Initiative is required in developing programs to meet specific conditions in accordance with policy and broad guide-lines established by senior management, such as for example the temporary movement of 600 Indians from an area where no training facilities exist to a training centre. Proposed programs, plans and adaptations of existing plans are subject to the approval of the Chief of Education. The activities have a direct bearing on the effectiveness of the training and counseling program provided to the adult Indian population and affect the living conditions and social and economic development of communities across the country, the effective employment of a staff of 125 and the use of an annual budget of \$7.75 million.

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Responsibility for Contacts

The work requires contacts with directors of training and operations branches and regional directors in other federal departments and agencies concerned with the training, retraining and placing of adult workers, to exchange information and to obtain co-operation and agreement in achieving the objectives of the Branch. It also requires representing the Branch at meetings with principals of vocational training schools and officials of private industry to discuss training and employment opportunities for adult Indians and with provincial deputy ministers of education to negotiate

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Degree Points

the purchase of services and participation in joint training and employment programs.

Supervision

The work requires the supervision of seven headquarters employees at the senior level of the Administrative and Foreign Service Category and in the Administrative Support Category. It also requires the functional supervision, through eight senior Scientific and Professional employees, of 107 counselors, training specialists and employment and relocation officers.

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Education

Sub-group: Education Services

BENCH-MARK POSITION DESCRIPTION

Bench-mark Position Number: 5

Level:

Descriptive Title: DISTRICT SUPERINTENDENT OF
SCHOOLS, ARCTIC DISTRICT,
NORTHERN ADMINISTRATION BRANCH

Point Rating: 766

Summary

Under the general direction of the Administrator of the Arctic District, Northern Administration Branch, and according to policies established by senior management, directs a program of elementary, secondary, postsecondary, vocational and adult education and the related support services for the total population of the Keewatin and Baffin Island regions and for the Eskimo population of Arctic Quebec, an operation spread over one million square miles and requiring an annual budget of \$5.3 million and a staff of approximately 250 employees in 30 schools, 22 pupil residences, 3 regional and a district headquarters.

Duties

% of Time

- Directs the activities of district and regional staff who are engaged in implementing the education program for the Arctic District
 - by conducting general school inspections,
 - by ensuring that curricula are compatible with the social and cultural backgrounds of the Arctic District population,
 - by providing guide-lines for the operation of pupil residences and approving the selection and training of residence parents and supervisors,
 - by approving the selection of pupils for schools and residences, for vocational training and employment, and by approving arrangements for transportation, accommodation, and supervision of the pupils concerned,
 - by ensuring that vocational and adult education courses meet the needs of the indigenous population and the broad objectives of the Branch,
 - by providing guide-lines for the development and implementation of a program of extra-curricular activities for each school,
 - by recommending the promotion, transfer or disciplining of education staff in the District.40 and

- Recruits and places all teachers in the Arctic District education system
 - by determining the advertising methods to be used in the recruitment of teachers and directing the implementation of these methods,
 - by establishing guide-lines for and overseeing the screening of applicants,
 - by planning and directing a cross-Canada schedule for interviewing applicants remaining after the initial screening, and
 - by personally interviewing each of the applicants to make the final selection and placement.15

% of Time

- Plans and directs orientation and in-service training programs for all principals, teachers, classroom assistants, dormitory supervisors and other staff of the Arctic District education system
 - by arranging orientation courses in district and regional headquarters to prepare new staff for service in the North,
 - by overseeing the organization of workshops at the regional level for principals, teachers and other staff during the academic year, and
 - by arranging special courses and conferences in the North and in the provinces for supervisors and principals during the academic year.

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- Manages the budget for the Arctic District education system
 - by supervising the preparation and presentation of annual estimates, both territorial and federal, for all personnel and material requirements, and
 - by approving through established channels all requisitions for material, equipment and supplies.

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- Develops and recommends new and revised policies, programs, practices and priorities for education in the Arctic District
 - by assessing existing policies, practices and programs to determine their adequacy in the light of social, technological, economic and political changes,
 - by designing and carrying out surveys throughout the Arctic District to obtain information as a basis for planning new programs and revising existing programs, and
 - by studying the programs developed by other countries for the education of indigenous people.

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- Performs related duties such as attending staff meetings, conducting discussions with officials of provincial governments regarding the use of provincial education facilities by northern residents, persuading officials of teachers' colleges to provide teacher training courses that specialize in northern teaching problems, guiding and participating in a public relations program, and writing progress reports and conducting correspondence.

10

Specifications

Degree Points

Knowledge

The work requires a thorough knowledge of educational facilities in the Arctic District, of the various acts, policies and regulations concerning the administration of these facilities, of all aspects of education and school administration, and a good knowledge of government financial and personnel practices. It also requires a good knowledge of the social, economic and cultural characteristics of widely scattered groups of people ranging from those at a high level of sophistication to those who are semi nomadic and at various levels of social development. The work

Education

Sub-group: Education Services

B.M.P.D. No. 5

Decree Points

requires experience in directing and co-coordinating a large and geographically dispersed educational system serving a racially and linguistically mixed population. It also requires experience in representing the District in meetings and discussions with senior officials of government, educational institutions and organizations, industry and labor. This knowledge is normally acquired through completion of a master's degree in education which will have included undergraduate or graduate courses in educational administration, anthropology, sociology or child psychology, plus experience as a teacher, principal and inspector or superintendent of schools.

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Problem Solving

The work requires adapting established methods and procedures to conditions, attitudes and level of development in communities within the District to achieve the educational objectives of the Department. Unforeseen increases in school enrolments resulting from the movements of population caused by mining developments and other ecological factors necessitate finding staff and facilities at short notice. Tact and good judgment are required in persuading Indian and Eskimo parents to send their children to a central residential school. Initiative is required in directing, developing and implementing a program of orientation and in-service training for teachers and principals posted in isolated communities. Initiative is also required in developing proposals for programs to meet the special needs of individuals and communities, such as a program of education in southern schools for selected students. The activities affect the provision of an effective program of elementary, secondary, postsecondary, vocational and adult education programs to the population, both indigenous and white, of the Arctic District, the effective employment of a staff of 250 employees and the optimum use of an annual budget of \$5.3 million.

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Responsibility for Contacts

The work requires contacts with district superintendents of welfare, the district engineer, section heads, finance and personnel officers in other branches to exchange information and to obtain co-operation and agreement in achieving the educational objectives of the Department. It also requires contacts with deans and professors of education in universities and provincial school inspectors concerning the recruitment and qualifications of teachers, with chief superintendents of schools, educational specialists and research officers from other countries to discuss the education of indigenous people, with employers in the area to seek participation in training and employment programs, and with officials of provincial governments to arrange use of provincial education facilities by northern residents.

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Degree Points,

Supervision

The work requires supervising a headquarters staff of 13 employees at the intermediate level of the Scientific and Professional and Administrative Support categories. It also requires the functional supervision, through three senior employees in the Scientific and Professional Category, of 250 employees comprising teachers, adult and vocational educators, housekeeping and office staff.

F3 132

Education
Sub-group: Education Services

BENCH-MARK POSITION DESCRIPTION

Bench-mark Position Numbers 6

Level:

Descriptive Title: HEAD, ADULT EDUCATION SECTION,
INDIAN AFFAIRS BRANCH

Point Rating: 570

Summary

Under the general direction of the Chief, Vocational Training and Special Services, Indian Affairs Branch, establishes guide-lines, procedures and methods for the organization and implementation of adult education programs directed towards the Indian population and designed to eliminate illiteracy, raise education levels and provide the homemaking skills, including consumer education, required in conjunction with council or departmental housing programs.

Duties, % of Time

- Establishes guide-lines, procedures and methods for the organization and implementation of adult education programs directed towards the adult Indian population and for co-ordination of homemaking and housing programs
 - by developing systematic data gathering procedures in co-operation with Regional Supervisors of Adult Education,
 - by developing and keeping up to date a field manual that covers all aspects of adult education, and
 - by developing procedures for the purchase of services on a contract basis.25

- Provides professional advice and guidance to regional supervisors of adult education to ensure that established policies are being followed and that the programs are meeting the needs and interests of adult Indians
 - by writing directives for issue to field personnel to explain objectives and interpret policy,
 - by locating, adapting and writing teaching and study material for the adult education program,
 - by visiting field personnel to discuss problems arising from the implementation of programs,
 - by replying to correspondence from field personnel outlining problems and requesting assistance, and
 - by planning and developing in-service training programs for adult education staff.25

- Directs the home economics program, designed to improve living standards on Indian Reserves and to help Indian families to acquire the homemaking skills and attitudes required for movement off reserves
 - by holding discussions with the Field Supervisor of Home Economics to determine the needs of the adult20

% of Time

- Indian population, to decide on the program content and to establish priorities,
- by locating, adapting and writing teaching and study material for the home economics program, and
- by recommending changes in program content or in methods and procedures.

- Evaluates the organization and activities of the Adult Education Section to determine effectiveness, areas of expansion or improvement and the extent to which objectives are being attained
 - by analyzing and appraising progress reports from the regions to assess the degree of success achieved in implementing the program,
 - by visiting field locations to discuss the programs and progress being made with the staff, and
 - by developing and recommending changes in policy, methods and procedures to expedite and improve the implementation of the programs.

15

- Performs related duties such as establishing and maintaining effective communication with government and nongovernmental agencies to ensure co-ordination of effort, collecting data on adult education for inclusion in annual estimates and the five-year program review, providing information relevant to the programs of the Branch, establishing co-operative relations with Indian people through field trips to maintain an awareness of their needs, conducting correspondence and drafting reports and submissions to Treasury Board.

15

Specifications, Degree, Points

Knowledge

The work requires a thorough knowledge of the theory and practice of adult education, of the objectives of branch programs pertaining to adult education for Indians, of the various acts, policies and regulations concerning the provision of training, and a good knowledge of government financial and personnel practices. It also requires a good knowledge of the techniques used in training a widely scattered population that is basically or functionally illiterate. The work requires experience in searching out, reviewing, developing, adapting and writing material for use in the homemaking and adult education programs. It also requires experience in launching pilot projects to test the soundness of proposed adult education plans and to provide the basis for further development and elaboration. This knowledge is normally acquired through completion of a master's degree in education which will have included undergraduate or graduate courses in adult education, educational administration, teaching theory and practice, or psychology, plus experience in the field of adult education as a teacher and supervisor.

5 256

Problem Solving

The work requires adapting established methods, procedures and materials to meet the educational needs of adult Indians living in communities at varying levels of development and sophistication. Community changes, such as industrial development, necessitate an appraisal of existing programs and analysis of the educational needs of the adult population to ensure that Indians are being provided with the skills needed to take advantage of new employment opportunities. Tact and good judgment are required in providing advice and guidance to field staff over whom the incumbent exercises no supervisory responsibility and in persuading them to adopt new methods and techniques. Initiative **is** required in developing guide-lines and training programs to enable staff to deal with problems such as those arising from the decision to co-ordinate training in homemaking with the housing program. The activities ensure the effective and timely provision of teaching and study material suited to adult needs and interests. The activities also affect the workload and the effective employment of six regional supervisors of adult education, six regional supervisors of home economics and a number of area adult educators, part-time instructors and volunteers.

B₂

210

Responsibility for Contacts

The work requires contacts with chiefs of division and section, heads in the department and in other federal departments and agencies concerned with the training and retraining of adult workers, to exchange information and to discuss problems of mutual interest. It also requires contacts with staff development specialists, program leaders and section heads in United States government agencies and extension services and university professors and directors of Canadian and foreign university extension services to keep abreast of developments in adult education and to maintain a continuing awareness of services that are available on a purchase basis and suitable for inclusion **in** the adult education program of the Department.

B₂

75

Supervision

The work requires the supervision of one employee at the intermediate level of the Scientific and Professional Category.

A₂

29

BENCH-MARK POSITION DESCRIPTION

Bench-mark Position Number: 7

Level:

Descriptive Title: REGIONAL LANGUAGE
ARTS SPECIALIST,
INDIAN AFFAIRS BRANCH

Point Rating: 215

Summary

Under the direction of the Regional Superintendent of Schools, plans, directs and evaluates language arts instruction programs, including speaking, reading, creative writing, and thinking skills, at the pre-school, primary and elementary levels in federal Indian schools, to enable Indian pupils to attain and maintain the age-grade standards of the provincial curriculum.

Duties,

% of Time,

- Plans the use of instructional materials and guide-lines for the teaching of oral English or French as the language of instruction in federal schools to enable Indian pupils to achieve an academic level equal to that of a similar age group in the provincial public schools
 - by consulting with teachers and other Language Arts Specialists about problems encountered in the provincial curriculum with respect to Indian pupils,
 - by observing in the classroom the effectiveness of teaching programs and of the techniques and methods employed by the teachers,
 - by assessing the degree of proficiency attained by the pupils in the second language and revising courses as the pupils' requirements change, and
 - by demonstrating modern language teaching techniques at in service training workshops for teachers.

25

- Cultivates good reading habits in Indian pupils
 - by collaborating with librarians and other Regional Language Arts Specialists in the selection of supplementary reading materials for Indian pupils,
 - by studying and experimenting with new methods of teaching reading to bilingual learners and recommending use of the most promising methods,
 - by keeping teachers informed of new trends in the approaches to reading, and
 - by diagnosing problem areas and recommending ways of achieving improvements.

20

- Directs the testing of Indian pupils' achievement in learning to read English or French, to determine their problems and to establish norms commensurate with those of provincial school districts
 - by selecting standardized test batteries in conjunction with provincial education authorities, and
 - by prescribing uniform testing procedures for all federal schools in the Region.

15

% of Time

- Organizes, and recommends revisions to, the pre-school program for Indian children to prepare them for primary school and to foster communication between home and school
 - by collaborating with universities and provincial departments of education on teacher training programs leading to a specialist certificate at the kindergarten level,
 - by evaluating the pre-school program within the region, and
 - by selecting materials for kindergarten kits for distribution to mothers of children in areas where the pre-school classes cannot be held.

25

- Participates in the training of teachers
 - by advising teachers in provincial schools with an Indian pupil enrolment on the problems encountered in language arts teaching,
 - by giving lectures and leading seminars and orientation courses at the regional level, and
 - by teaching university summer credit courses to teachers teaching in geographically isolated areas.

10

- Performs related duties such as writing reports and correspondence, and providing information to and collaborating with universities and research centres on their research projects.

5

Specifications

Decree Points

Knowledge,

The work requires a thorough knowledge of pedagogy and, in particular, the teaching of a second language to pre-school, primary and elementary school age children and the testing of achievement in these areas. It also requires a knowledge of federal and provincial educational policies, curricula and achievement norms at the primary and elementary school level. The work requires several years' teaching experience in federal schools in a multicultural setting. This knowledge is normally acquired through university graduation and courses in language arts, child psychology or applied linguistics, plus experience as a teacher.

1 70

problem Solving

The work requires the identification, elucidation and solution of problems experienced in teaching English and French in the classroom. It also requires the adaptation and revision of teaching programs and the development of new courses of study in accordance with the requirements of the students. The work requires the ability to explain or interpret the characteristics of Indian culture to teachers. It also requires judgment in the interpretation of test results. Decisions affect the

A₁ 70

Degree Points

efficiency of teachers and the degree to which Indian children master a second language.

Responsibility for Contacts

The work requires contacts with colleagues such as other Regional Language Arts Specialists, with the Director of Educational Television in the Provincial Department of Education, concerning the availability of services and of special programs for Indian communities; with teachers in provincial schools where Indian children are enrolled, to explain the language arts program; with reading specialists and city school boards for the purpose of obtaining the services of resource people and of promoting interest in and support for Indian education; and with distributors of educational texts and supplies to discuss the needs of Indian schools.

B2 75

Supervision

There is no responsibility for supervision.

- -

Education

Sub-group: Education Services

BENCH-MARK POSITION DESCRIPTION

Bench-mark Position Number: 8

Level:

Descriptive Title: REGIONAL SUPERINTENDENT OF SCHOOLS,
ARCTIC QUEBEC REGION, NORTHERN
ADMINISTRATION BRANCH

Point Rating: 522

Summary

Under the general direction of the Regional Administrator, Arctic Quebec Region, directs and co-ordinates an educational program including elementary, secondary, postsecondary, vocational and adult education and related support services for the Eskimo population of Arctic Quebec, an operation requiring an annual budget of \$1.3 million and a staff of approximately 90 employees.

Duties % of Time

- Directs the activities of principals and teachers employed in the Arctic Quebec school system
 - by visiting each school and classroom once a term and holding discussions with individuals and groups,
 - by ensuring that curricula and teaching aids are compatible with the social and cultural backgrounds of the Arctic Quebec population,
 - by indicating the areas in *which* educational consultants are to work during their visits to the Region and implementing or submitting their recommendations to higher authority, 40
 - by attending meetings of school boards where such boards **exist** to proffer guidance and assistance on all matters pertaining to the administration of the school system, and
 - by submitting reports to higher authority, describing the action taken to resolve problems involving personnel, pupils or educational material, and recommending the action to be taken or requesting a solution.

- Directs and co-ordinates the vocational and adult education programs in the Region
 - by supervising the work of the Regional Superintendent of Adult Education, and 10
 - by planning or approving joint health education projects with the Department of National Health and Welfare.

- Participates with the District Superintendent of Schools, Arctic Quebec Region in the recruitment, selection, placement and transfer of teachers within the Region
 - by advising the District Superintendent on the special qualities and qualifications needed by teachers to effectively fill vacancies as they occur, 15
 - by participating in the personal interviews held in conjunction with the recruiting tours, and
 - by checking references and teaching certificates presented by applicants.

% of Time,

- Organizes and implements training and development programs for principals, teachers, classroom assistants and other staff members
 - by advising the District Superintendent on the subject matter to be included in the various courses,
 - by making arrangements for and ensuring that all new staff undergo orientation prior to their service in the North,
 - by directing and participating in workshops and seminars for principals, teachers and other regional staff, and
 - by selecting and recommending courses for principals.

15

- Manages the budget for the Arctic Quebec education system
 - by compiling and presenting to the District Superintendent the initial annual estimates on staff and financial requirements for the Region, and
 - by reviewing and approving, in accordance with established policy, requisitions for equipment and supplies for the regional school system.

10

- Performs related duties such as attending staff and other meetings, gathering information to evaluate existing programs or develop new ones, developing and maintaining effective communication with universities, teachers' colleges and other educational organizations, participating **in** public relations programs, and conducting correspondence and writing reports.

10

Specifications

Decree Points

Knowledge,

The work requires a thorough knowledge of educational theory and practice, of school administration, of educational facilities in the Arctic Quebec Region, of the various acts, policies and regulations concerning the training and education of Eskimos, and a good knowledge of government financial and personnel practices. It also requires a good knowledge of the environment, social, economic and cultural characteristics of the Eskimo communities **in** Arctic Quebec. The work requires experience in directing and co-coordinating a system offering elementary, secondary and postsecondary education, adult education and vocational training and counseling. It also requires experience in meeting and working with senior officials of provincial educational organizations, industry and labor. This knowledge is normally acquired through completion of a master's degree in education which will have included undergraduate or graduate courses in anthropology, sociology or child psychology, plus experience as a teacher and principal of a large school.

4 209

Problem Solving

The work requires adapting established methods and procedures to conditions, attitudes and level of development of the Eskimo

communities in the Arctic Quebec Region to achieve the educational objectives of the Department. Initiative is required in providing staff with in-service training and in assisting them to adjust to life in the Arctic Quebec Region. Initiative is also required in developing programs to encourage participation in school affairs through home and school associations and to inform uneducated parents of the role of education in the modern world. Recommendations concerning the placement and transfer of teachers and the expansion of educational facilities within the Region directly affect the regional school program. The activities determine the degree of effectiveness of the total program of elementary, secondary, postsecondary, vocational and adult education provided to the Eskimos of Arctic Quebec and the effective employment of a staff of 90. The activities are also designed to produce an optimum return on an annual budget of \$1.3 million.

A2
139

Responsibility for Contacts

The work requires contacts with department heads, zone superintendents and superintendents of nurses in other federal departments or agencies to develop co-operative programs in such fields as mental and physical health. It also requires contacts with provincial deputy ministers of education, school superintendents and inspectors, school boards, general secretaries of provincial teachers' associations and provincial curriculum development committees to co-ordinate programs and purchase training agreements, and with associates in industry to discuss employment programs and seek participation in training.

B2
75

Supervision,

The work requires supervising a staff of eight including employees at the intermediate level of the Scientific and Professional Category and employees in the Administrative Support Category and, through 12 subordinate supervisors, a field staff of 68 teachers and housekeeping employees.

E2
99

BENCH-MARK POSITION, DESCRIPTION

Bench-mark Position Number: 9

Level:

Descriptive Title: REGIONAL SUPERINTENDENT OF
VOCATIONAL TRAINING AND
SPECIAL SERVICES, SASKATCHEWAN
REGION, INDIAN AFFAIRS BRAD H

Point Rating: 650

Summary

Under the general direction of the Regional Director, Saskatchewan Region, Indian Affairs Branch, directs the implementation and co-ordination of a program of adult education, vocational training, vocational counseling, and relocation for the adult Indian population in the Saskatchewan Region, an operation requiring an annual budget of \$792,000.

Duties,

% of Time

- Directs the implementation and co-ordination of vocational training programs within the Saskatchewan Region to ensure that adult Indians are provided with the occupational skills required for effective employment
 - by analyzing field reports, surveys and other data to determine job vacancies and training needed to fill them,
 - by determining what training opportunities are available within the Region and informing the regional and district staff,
 - by discussing training requirements with regional and district staff to obtain information on which to base training projects, 30
 - by establishing objectives for the proposed projects and developing procedures and methods for achieving them,
 - by determining which services offered by the Department of Manpower can be used in the programs, and
 - by visiting vocational training projects to observe the implementation of the training programs.

- Directs the implementation, on reserves, of such adult education programs as homemaking and basic literacy
 - by holding discussions with the Regional Supervisor of Adult Education to determine the immediate needs of the adult Indian population,
 - by analyzing reports, results of surveys and other data,
 - by setting up projects on a trial or experimental basis when further information is required and when methods and procedures are to be tested,
 - by establishing priorities, methods and procedures for implementing full-scale projects,
 - by co-coordinating the adult education programs in relation to other divisional activities, 30
 - by indicating that material from the citizenship training program conducted by the Department of Manpower be used in whole or in part, and

of Time

- *by* visiting areas in which programs are under way to evaluate their effectiveness.
- Directs the implementation of employment and relocation programs designed to find job opportunities for adult Indians and to move adult Indians to areas where employment is available
 - *by* reviewing with the Regional Supervisor of Employment and Relocation employment opportunities within the Region,
 - by studying employment trends and reports and other information on the development or expansion of industry to identify job opportunities,
 - by implementing employment and relocation projects on a limited or trial basis to evaluate proposals, methods and procedures, 20
 - *by* maintaining a close working relationship with the Department of Manpower to take advantage of their employment services wherever possible, and
 - by making field trips to evaluate the progress being made in employment and relocation projects.
- Conducts a program of in-service training and staff development
 - by giving guidance and instruction,
 - by appraising staff in accordance with established performance standards,
 - by leading and participating in meetings, conferences and seminars,
 - *by* interviewing and counseling employees on work problems, and 10
 - by selecting and recommending employees for departmental and other training courses.
- Performs related duties such as attending meetings, developing and maintaining effective communication with educational institutions and with other organizations to obtain all training opportunities possible for adult Indians, assembling data and relevant information for inclusion in the annual estimates and. five-year program review, and conducting correspondence. 10

Specifications, Degree Points

Knowledge

The work requires a thorough knowledge of teaching theory and practice, of regional programs and objectives in the field of adult and vocational education for Indians, of the various acts, policies and regulations concerning the provision of training, counseling and employment services, and a good knowledge of government financial and personnel practices. It also requires a good knowledge of the social, economic and cultural characteristics of Indian communities, both large

Degree. Points

and small, within the Saskatchewan Region. The work requires experience in directing the implementation and co-ordination of varied but interlocking programs on a province-wide basis and often with the possibility of local interference or criticism. It also requires experience in conducting meetings with officials of provincial education and labor departments, educational institutions and with band councils from Indian communities. This knowledge is normally acquired through university graduation which will have included courses in vocational education, anthropology or sociology, plus experience as a teacher in the field of adult or vocational education and experience as an administrator.

256

Problem Solving

The work requires selecting and applying established methods and procedures to achieve the objectives of the programs within the Saskatchewan Region. The work also requires adaptation and modification to meet the peculiarities of a given area or to avoid duplication of services offered by other federal or provincial agencies. Tact and good judgment are required in approaching local industry to seek job opportunities for adult Indians. Initiative is required in developing methods to extend training programs offered by other agencies to the reserves. Proposed plans and adaptations of existing methods and procedures are subject to the approval of the Chief, Vocational Training and Special Services. The activities determine the degree of effectiveness of the program of training and counseling provided to the adult Indian population and affect the living conditions and the social and economic development of Indian communities within the Saskatchewan Region. The types of activities undertaken and their effective promotion have a direct bearing on the participation and co-operation of educational institutions and industry.

B2

210

Responsibility for Contacts

The work requires contacts with regional directors in other federal departments and agencies to exchange information and to obtain co-operation in achieving the objectives of the Branch in the Region. It also requires representing the Branch at meetings with the Director of the Department of Education, deans of university extension services and directors of training institutions and Indian band councils in the Province of Saskatchewan to discuss training and employment, to purchase and arrange for the extension of services to Indians and to solicit participation in programs within the Region.

C3

121

Education
Sub-group: Education Services
B.M.P.D. No. 9

Degree Points

Supervision

The work requires supervising 12 employees at the intermediate level of the Scientific and Professional Category and, through two subordinate supervisors, an adult educator, three employment and relocation officers and two support staff.

C2 63

BENCH-MARK POSITION DESCRIPTION

Bench-mark Position Number: 10

Level:

Descriptive Title: REGIONAL SUPERVISOR OF ADULT
EDUCATION, BAFFIN ISLAND REGION,
NORTHERN ADMINISTRATION BRANCH

Point Rating: 376

Summary

Under the direction of the Regional Superintendent of Schools, Baffin Island Region, develops, and directs the implementation and co-ordination of, the adult education program in the Baffin Island Region, a program designed to acculturate the Eskimos, to instill in them an awareness of community problems and of the need for social development and to supply them with the skills needed in making decisions affecting their social and economic welfare.

Duties

% of Time

- Develops and revises the adult education program in the Baffin Island Region
 - by consulting with subordinate staff and local leaders to assess the educational and social needs of the various settlements,
 - by arranging regional conferences and workshops and studying the resulting proposals to determine whether they agree with established policy,
 - by studying current adult education activities to evaluate the degree of success achieved in the attainment of established objectives and to determine the need for revision,
 - by studying reports on the projects and activities of the Branch, other departments and voluntary agencies concerned with adult education, 35
 - by estimating staff and funds required and making appropriate recommendations to senior officers, and
 - by initiating pilot projects to study the feasibility of a proposed activity and to determine the need for modification of methods and procedures.

- Directs the implementation of the adult education program in the Baffin Island Region
 - by establishing priorities, allotting funds and assigning staff to ensure optimum use of personnel and financial resources,
 - by determining the requirements for new material such as teaching aids, workbooks and manuals, and controlling their distribution, 35
 - by writing directives to guide regional staff concerned with adult education and to explain objectives and interpret policy,
 - by developing effective working relations with other departments and with private or volunteer agencies to exchange information, to clarify policy and obtain agreement and support,

Education

Sub-group: Education Services

B.M.P.D. No. 10

% of Time

- by co-coordinating the field visits of resource and adult education staff to derive the greatest benefit from their activities, and
- by making field trips to evaluate the effectiveness of program activities and to resolve problems arising from their implementation.

- Recruits and trains part-time instructors and volunteer leaders
 - by establishing selection and performance standards,
 - by allotting and directing the use of funds for instructor contracts,
 - by briefing new instructors on course content, methods and techniques,
 - by giving instruction on the use of equipment and visual aids, 15
 - by arranging and participating in workshops, and
 - by arranging for the assistance of resource staff and compiling lists of source material.

- Performs related duties such as attending meetings, conferences and workshops, keeping records and assembling data on the settlements within the Region, compiling statistics and other data for inclusion in the annual estimates and five-year program review, and conducting correspondence. 15

Specifications

Degree Points

Knowledge

The work requires a good knowledge of adult educational theory and practice, of the facilities available for adult education in the Baffin Island Region, of the various acts, policies and regulations concerning the provision of such training in the Region, and a knowledge of government financial and personnel practices. It also requires a knowledge of the characteristics of racially and linguistically mixed communities within the region and the special needs and problems of a people undergoing a cultural transition. The work requires experience in directing rural extension and community development programs that emphasize home economics, health education and social welfare. It also requires experience in conducting meetings with associates in other federal departments and with representatives of church groups and local councils. This knowledge is normally acquired through university graduation and courses in education, social work or a social science, plus experience in the field of adult education and experience as an administrator. 2 116

Degree Points

Problem Solving

The work requires selecting and applying established methods and procedures to achieve the objectives of the program developed for the Region. There is room for some adaptation and modification to meet the peculiarities of a given community, but problems arising from staff and financial limitations and from the proposed use of resource or professional personnel or shared facilities are referred to more senior officers. Tact and good judgment are required in discussing the educational needs of a community with indigenous leaders to obtain information on which to base a project. Initiative is required in developing courses to support other activities, such as a course in arithmetic for the participants of a co-operative business venture. Recommendations are made to the Regional Superintendent of Schools. The recruiting and training of volunteer workers, in addition to those on contract and salary, has considerable impact on the success of the projects undertaken. The activities help to provide the Eskimos with the education and training needed to enable them to assume greater responsibility for determining and handling their own affairs. The activities are designed to produce the maximum returns possible from the annual budget of \$83,000 for adult education in the Region.

A₂ 139

Responsibility for Contacts

The work requires contacts with the Regional Welfare Officers in the Department to give and receive information on people receiving welfare assistance and with the Selection and Placement Officer in the Region to relate adult education programs to the special needs of persons whose employment changes their cultural patterns and provides leisure time. The work, requires contacts with the medical officers and nursing staff of the Department of Health and Welfare to provide educational programs in support of medical work. It also requires contacts with local community councils to assist officers of the council with such tasks as keeping minutes, preparing agendas and conducting meetings and with clergy and church leaders to secure their interest, their co-operation and their continued support of the adult education program.

b₂ 75

Supervision

The work requires supervising one employee at the intermediate level of the Scientific and Professional Category, one employee in the Administrative Support Category, and seven man-years of paid part time instructors.

B₂ 46

Education
Sub-group: Education Services

BENCH-MARK POSITION DESCRIPTION

Bench-mark Position Number: 11

Level:

Descriptive Title: REGIONAL SUPERVISOR OF
HOME ECONOMICS, ALBERTA REGION,
INDIAN AFFAIRS BRANCH

Point Rating: 310

Summary

Under the general supervision of the Regional Supervisor of Adult Education, plans, organizes and controls home economics education in the Alberta Region and provides leadership, guidance and supervision in the promotion of homemaking and home management techniques within the Region.

Duties % of Time

- Plans and organizes projects, courses and other activities in home economics to improve living standards on Indian Reserves and to help Indian families acquire the homemaking and home management techniques and attitudes required for movement off Reserves
 - by establishing priorities within the Region and drawing up plans of action within the framework of the established adult education policy, and 25
 - by analyzing conditions and interests in specific locations to determine community and individual needs and to determine the feasibility of introducing home economics projects and activities.

- Promotes home economics activities in communities within the Region and encourages community and individual participation
 - by assisting community leaders to predict long- and short-term objectives,
 - by recruiting and selecting Indian women to be employed as community project leaders on a contract basis,
 - by training or organizing training courses for selected community leaders, 35
 - by organizing short-term training courses for voluntary leaders of local homemaker clubs, and
 - by visiting community project leaders and volunteer workers to observe and assess their performance, to provide in-service training and to carry out teaching demonstrations.

- Controls home economics activities within the Region to provide the most effective utilization of resources available
 - by estimating costs of projects and courses and ensuring that expenditures remain within the established budget,
 - by evaluating the effectiveness of current home economics courses and projects, 20
 - by writing statistical, narrative and annual reports as required, and
 - by coordinating the planning and implementation of home

% of Time

- economics projects and courses with other educational and assistance programs in the Region.
- Solicits the co-operation of commercial firms, and public and private agencies in the Region in coordinating home economics projects for communities and individuals, or purchases services other agencies have available to avoid duplication of effort and to encourage community participation and self-help
 - by conducting correspondence with departmental colleagues and representatives of public agencies, private business, service clubs and community organizations, and
 - by attending meetings and participating in committee activities to discuss and plan projects and activities of mutual concern.

10

 - Performs related duties such as maintaining files of reference and resource materials, distributing reference materials for use in local projects and activities, and reviewing technical reports, professional journals and related publications to keep up to date on social and economic changes that affect the lives of the Indian people.

10

Specifications

Degree Points

Knowledge

The work requires a good knowledge of the theory and practices of home economics and adult education, a thorough knowledge of the social and economic needs and interests of Indians living in communities of varying levels of development, achievement and acculturation, and a good knowledge of the resources available for their development. The work also requires experience in developing and coordinating regional home economics projects and in selecting and training local leaders to assist in the practical application of the program. This knowledge **is** normally acquired through university graduation in home economics, training in the philosophy and techniques of adult education, plus experience in the field of adult education.

2 116

Problem Solving

The implementation of home economics projects requires the assessment of the interests and home management needs of Indian families and communities and of the resources available for their development. Initiative is required in scheduling projects to meet the needs and interests of individuals and communities at varying levels of social achievement and in selecting and training local leaders and volunteer workers to assist in project implementation through demonstrations and practical application of home management techniques. The activities affect the living conditions of Indian families and the social development of Indian communities.

A₁ 70

Responsibility for Contacts

The work requires contacts with Regional Superintendents of Schools, District Superintendents of Schools, Guidance Counselors, Teachers, Principals, Vocational Counselors and Selection and Placement Officers, with university professors and directors of university extension services and with regional representatives of the Departments of National Health and Welfare, Fisheries, Agriculture, and Provincial Departments of Agriculture and Health, to discuss the development and implementation of projects of mutual interest and to provide and obtain co-operative participation in adult education programs. It also requires contacts with representatives of Indian associations, the Tuberculosis Association, Insurance Companies, and industrial firms, to keep informed of developments in home economics teaching methods and the services and materials available on a purchase basis.

B2 75

Supervision

The work requires supervising 11 man-years of paid part-time home economics instructors and indigenous leaders.

C1 49

BENCH-MARK POSITION DESCRIPTION

Bench-mark Position Number: 12

Level:

Descriptive Title: SENIOR TEST DEVELOPMENT
SPECIALIST, LANGUAGE BUREAU

Point Rating: 443

Summary

Under the direction of the Chief, Test Development Section, Language Bureau, directs the production and standardization of aptitude, placement, diagnostic achievement and proficiency tests used in the language schools of the Public Service Commission in the teaching of French as a second language.

duties,

% of Time,

- Determines test plan and rationale to ensure that the tests developed will reflect the language patterns and linguistic skills required at the various levels of achievement and proficiency in the teaching and learning of French as a second language
 - by defining the objectives of the test,
 - by translating the given purpose of the test into measurable language behavior patterns and identifying the associated language skills, 15
 - by detailing the language skills to be measured and outlining the linguistic content implied by each skill, and
 - by determining the weights to be given to each linguistic skill to be tested.

- Directs the production of a variety of aptitude, placement, diagnostic, achievement and proficiency tests to determine the level at which students should be placed in the language schools, to determine the study needs of students and to measure progress, achievement and proficiency in French as a second language
 - by establishing guide-lines for the preparation of illustrative test material and indicating when outside assistance is required,
 - by establishing guide-lines for the writing of the script required for the recorded portion of the test and by selecting staff members whose voices reflect the tone and diction qualities required to record the audio components of the tests, 40
 - by evaluating audio and visual test components to ensure compatibility with the written portion of the test,
 - by reviewing and approving the compilation and organization of the completed test, including the audio and visual test components and test administration and scoring procedures, and
 - by assessing completed test items for appropriateness of form and content in relation to the level of language difficulty to be measured and revising where necessary.

% of Time

- Supervises the standardization of completed tests to ensure compliance with predetermined specifications and objectives
 - by selecting pre-test groups and supervising the test administration,
 - by establishing controls to ensure inter-rater correlations when more than one rater is involved,
 - by making pre-test analyses based on statistics of item validity, on observations of the test administration and on comments by reviewers, 20
 - by designating those items or groups of items that are to be re-written or replaced, and
 - by selecting a second pre-test group and supervising the administration of the revised test.

- Supervises the collection of information on the required language content of tests to ensure comprehensive coverage
 - by consulting with curriculum specialists and teachers to identify problem areas,
 - by reviewing available research material on relevant linguistic problems, and 15
 - by studying the structural patterns, lexical content and other features of the language for which the test is intended.

- Performs related duties such as arranging schedules for and giving guidance to teachers assigned as part-time test writers, evaluating new testing techniques and procedures and attending meetings and conferences on the testing and evaluation of second language learning. 10

Specifications Degree Points

Knowledge

The work requires a thorough knowledge of the characteristics, applications and limitations of a wide variety of testing procedures used to measure aptitude for, study needs of, and progress and proficiency attained in French as a second language. It also requires fluency in the language for which the tests are being written. The work requires a good knowledge of the language requirements of the Public Service, of the various training programs followed by the language schools and of the development, application and limitations of audio and visual teaching and testing aids. The work requires experience in searching for, reviewing, developing and adapting material to be incorporated into a variety of language tests. This knowledge is normally acquired through completion of a master's degree in French, linguistics or psychology, plus experience as a language teacher and test specialist. 4 209

pearee, Points

Problem Solving

The work is performed in accordance with general instructions. The work requires the modification and adaptation of methods and procedures to resolve problems identified by analyses of tests and requiring changes in established practices to meet situations peculiar to the language needs of the Public Service. There is a continuing requirement to exercise initiative and judgments in resolving problems arising from the correlation of tests and curricula, and from the selection of items for a particular test. The ability to effectively direct the work of teachers assigned to test development for temporary periods has an effect on the success of the program. The decisions and recommendations affect the selection of students for language training, the accuracy and effectiveness of the measurement of achievement and proficiency in French as a second language and the validity, reliability and quality of the tests.

B₁ 141

Responsibility for Contacts

The work requires contacts with curriculum specialists, principals and teachers in the Language Bureau and Colleagues in other government departments to obtain and exchange information concerning test administration and test scoring procedures, and with university faculty members and language school staffs in Canada and abroad to give and obtain information and to discuss problems concerning test administration and scoring procedures.

A 47
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Supervision

The work requires supervising four employees at the intermediate level of the Scientific and Professional Category and one employee in the Administrative Support Category.

B₂ 46

BENCH-MARK POSITION DESCRIPTION

Bench-mark Position Number: 13

Levels

Descriptive Title: TEACHER CONSULTANT,
ARCTIC QUEBEC REGION,
NORTHERN ADMINISTRATION BRANCH

Point Rating: 215

Summary

Under the direction of the Regional Superintendent of Schools, Arctic Quebec Region, provides information and advice to teachers, principals, classroom assistants and superiors in the Northern Administration Branch school system on teaching methods, teaching aids, new trends in education theory and practice and Eskimo and Indian life and culture to assist them in maintaining and improving the quality and effectiveness of teaching in northern schools.

Duties, % of Time

- Advises teachers and principals on the problems affecting the education of pupils in northern schools and on the use of teaching aids and methods designed to assist in overcoming these problems
 - by conducting workshops and training sessions for classroom assistants, teachers and principals in the methodology and techniques of teaching pupils from different cultural backgrounds, 50
 - by giving illustrative lectures at workshops, training sessions and during visits to schools to demonstrate the use of teaching aids and teaching techniques, and
 - by assisting teachers in the planning and development of classroom instruction.

- Encourages teaching staff to increase their knowledge of Indian and Eskimo culture, history and environment to bring about a better understanding of the effects of increased contact by these cultures with the dominant Canadian cultures, and of the importance of making the educational system relevant to the needs and aspirations of the Indian and Eskimo peoples. 10
 - *by* obtaining and making available reference material on the Indian and Eskimo cultures, and
 - by leading discussions with the teaching staff on Indian and Eskimo culture and society during visits to the schools. 8

- Disseminates information on pedagogical research and development, particularly in the fields of linguistics, education of multi cultural groups and adult education, to keep the teaching staff informed of the latest ideas. 8

- Plans, co-ordinates and conducts training programs for classroom assistants
 - *by* establishing objectives for individual courses,
 - by preparing training course time-tables,
 - by selecting resource personnel,

% of T.me

- by counseling classroom assistants during the training program, and
- by assessing the value of the course in relation to the predetermined objectives.
- Participates with Curriculum Specialists, the Regional Superintendent of Schools, and principals in the planning, co-ordination and conduct of pre-service and in-service training programs for the teaching staff
 - by recommending specific objectives for training courses, based on assessment of teacher ability and performance, 8
 - by preparing training course time-tables,
 - by recommending the selection of specific resource personnel, and
 - by assessing the value of the course in relation to the predetermined objectives in conjunction with the other instructors.
- Visits schools for extended periods to become familiar with the strengths and weaknesses of teachers and with the need for in service training and to ensure that principals and teachers are fully aware of the curriculum and materials to be used in each school situation. 10
- Performs related duties such as writing correspondence and reports, assisting school superintendents to make greater use of Eskimo and Indian assistants in the classroom, co-operating with adult and vocational education specialists in promoting adult education and community development programs, and making recommendations concerning the development and revision of the curriculum. 6

Specifications

Degree Points

Knowledge

The work requires a thorough knowledge of educational theory and practice, of educational facilities in the region, of the various acts, policies and regulations concerning the training and education of Eskimo and Indian children, and of the social, economic and cultural characteristics of Eskimo and Indian communities in the Region. The work also requires a knowledge of government financial and personnel practices. The work requires experience in advising and counseling the teaching staff and in organizing in-service training programs. This knowledge is normally acquired through university graduation and courses in pre-school, primary or elementary education, plus experience as a teacher in northern or Indian schools.

1 70

Education

Sub-group: Education Services

B.M.P.D. No. 13

Degree, Points,

Problem Solving

The work requires the identification and solution of problems experienced by teachers in specific classroom situations. The work also requires the setting of objectives, development, and organization of training programs for classroom assistants. Recommendations for new training programs for the teaching staff, expansion of school facilities, curriculum development, and the acquisition of supplies and texts are made to the Regional Superintendent of Schools. The work directly affects the effectiveness and morale of the teaching staff.

A₁ 70

Responsibility for Contacts

The work requires contacts with education consultants in and outside the department as, for example, the Education Specialist, Alaska Native Service, consultants in the Indian Affairs Branch and specialists from teacher training colleges and the Department of Education to exchange information of mutual interest, to discuss activities that might be jointly promoted, or to obtain the services of resource persons who would contribute to the effectiveness of teacher training. The work also requires contacts with the Chief of the Curriculum Section to discuss means of improving the curriculum in each of the schools.

B₂ 75

Supervision

There is no responsibility for supervision.

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JENGH-MARK POSITION DESCRIPTION

Bench-mark Position Number: 14

Level:

Descriptive Title: TEST SPECIALIST,
LANGUAGE BUREAU

Point Rating: 279

Summary

Under the supervision of the Senior Test Development Specialist, Language Bureau, develops and standardizes a variety of proficiency, achievement, placement, diagnostic and aptitude tests for use by the Language Schools of the Public Service Commission in the teaching of French as a second language.

Duties

% of Time

- Collects and analyses linguistic information pertinent to second language teaching to be used as resource and reference material in test item writing
 - by consulting the curriculum specialists concerning the linguistics content of specific courses,
 - by reviewing lesson plans, workbooks and audio and visual teaching components used in the language schools,
 - by reading research publications on relevant linguistic problems, and
 - by organizing linguistic material into vocabulary lists and representative examples of grammatical structure.10

- Constructs individual items to be incorporated into specific tests to measure aptitude, achievement and level of proficiency in French as a second language
 - by choosing for the development of each item those phonemic, morphic, syntactic and lexical components that will serve as questions and answers for the required test,
 - by ranking each item according to frequency and value for a specific teaching program or the language in general,
 - by examining each item with a view to combining components and avoiding duplication,
 - by eliminating items that indicate answers to other items,
 - by eliminating ambiguities from questions and the possibility of automatic rejection of answers,
 - by searching for and identifying all possible cultural interferences, and
 - by submitting items for review by the Senior Test Development Specialist and making revisions as indicated.40

- Compiles and organizes items into tests to meet the objectives specified in the test plan
 - by determining the difficulty level of the test with regard to the expected ability of the candidates,
 - by selecting the test type, item style and scoring system best suited to the skills to be tested,

Education

Sub-group: Education Services

B.M.P.D. No. 14

% of Time

- by grouping approved items into appropriate parts according to the skills, linguistic content and difficulty involved,
 - by writing instructions for candidates and test administrators,
 - by writing scoring directions, including tables of response, for objective items and explanations for subjective items,
 - by establishing guide-lines for audio and visual test components and participating in their preparation, and
 - by checking assembled tests for clarity and freedom from error.
- 15
- Standardizes tests to ensure validity of items, compliance with predetermined test objectives and specifications and adequacy of administering and scoring instructions
 - by administering the tests to selected pre-test groups and scoring the results,
 - by assembling program input data from answer sheets for electronic data processing,
 - by making test evaluations based on item statistics, on observations of the test administration and on comments by reviewers,
 - by rewriting and replacing unsatisfactory items or groups of items,
 - by recompiling and reorganizing the test,
 - by administering the revised test to a second pre-test group and making any necessary final changes and corrections, and
 - by monitoring the administration and scoring of tests developed by other units of the Language Bureau.
- 20
- Guides the work of part-time employees in test item writing, test administration and test scoring procedures to ensure adherence to the testing standards as defined by the Language Bureau
 - by giving instruction in the writing of specific types of test items,
 - by reviewing completed test items and discussing possible revisions, and
 - by giving instruction in test administration and test scoring procedures.
- 10
- Performs related duties such as attending meetings and conferences and reading professional journals and other publications to keep up to date on the instruction and testing methods in second language learning.
- 5

Specifications

Degree Points

Knowledge

The work requires a thorough knowledge of the development, application and limitations of techniques used to measure the aptitude, achievement and proficiency in French as a second language. It also requires fluency in the language for which the tests are being written. The work requires a good knowledge of the language

Decree Points

requirements of the Public Service and of the training programs followed by the language schools. Experience **is** required in searching for and evaluating material to be used in test item writing. Experience is also required in writing items to be incorporated into tests for use **in** the language schools to measure skill and proficiency in French as a second language. This knowledge is normally acquired through university graduation and postgraduate study in French, linguistics or psychology plus experience in teaching and test development.

3 162

Problem Solving

The work is performed in accordance with general instructions and established guide-lines. It requires departures from these guide-lines, subject to the approval of the supervisor, to resolve problems identified by test analyses or arising from group discussions. There is a continuing requirement to exercise initiative and judgment in selecting components for test items and in correlating components with the linguistic framework of the French language. There **is** also a requirement to give leadership and advice to teams of language teachers who are engaged in test item writing on a part-time basis. The decisions and recommendations made affect the accuracy and effectiveness and the psychological and linguistic qualities of the test. Recommendations are made to the Senior Test Development Specialist.

A₁ 70

Responsibility for Contacts

The work requires contacts with teachers, recording technicians and test administrators in the Language Bureau to obtain and exchange information concerning test administration and test scoring procedures. It also requires contacts with test experts, such as the Chief, Defense Language Institute, Lackland Air Force Base, Texas, and the Director, Testing Certification, English Language Institute, University of Michigan, to obtain advice and constructive criticism on current tests.

A 47
2

Supervision

The work involves no continuing or substantive responsibility for the supervision of other employees.

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SENCH-MARK POSITION DESCRIPTION

Bench-mark Position Number: 15

Level:

Descriptive Title: TESTING AND
EVALUATION SPECIALIST,
NORTHERN ADMINISTRATION BRANCH

Point Rating: 522

Summary

Under the direction of the Head, Curriculum Department, Northern Administration Branch, provides consultative and advisory services in the field of education testing and conducts a systematic program of evaluation, including scholastic achievement testing, general ability testing and testing designed to assist in the vocational guidance of youth and school children with various cultural backgrounds.

Duties % of Time

- Plans, develops and implements a program of measurement and evaluation of the educational achievement of children in northern schools to determine the curriculum requirements of the schools and the pupil guidance required
 - by arranging for teachers and senior education officers to assist, in committees, with item writing, test development, construction and validation,
 - by organizing system-wide achievement testing of children, analyzing results and establishing norms for each ethnic group, and
 - by analyzing the results obtained by the Northwest Territories pupils on provincial departmental examinations.20

- Plans, develops and implements a program of intelligence testing
 - by selecting, from world-wide research studies of intelligence testing in cross-cultural settings, the most suitable tests available,
 - by sample testing and developing norms appropriate to the population of northern schools, and
 - by ensuring the continuing use of intelligence tests and the recording of results.20

- Provides professional advice, through visits to the area and correspondence, to teachers and counselors on the nature of the guidance needed to help students derive the maximum advantage from their schooling
 - by interpreting achievement and ability tests for teachers and counselors,
 - by recommending the use, and interpreting the results of special tests, such as interest and ability tests, that will assist teachers and counselors in guiding students to special vocational courses,
 - by evaluating the work of pupils in vocational programs and suggesting how pupils may be guided in their choice of a career,
 - by providing advice, as a member of visiting guidance20

% of Time,

- teams, to teachers to help them recognize and give special attention to emotionally disturbed children.
- Conducts workshops and discussion groups and gives lectures at teachers' conferences, principals' conferences, superintendents' conferences and departmental summer courses to acquaint staff with the special problems of teaching a multicultural group. 10
- Conducts research in the education of multicultural groups and studies the results obtained by others engaged in research
 - by undertaking joint research projects with other government departments, universities and research institutes, such as a project to validate the Bristol Social Adjustment Scale being done in conjunction with the University of Calgary, the Centre of Neurocognitive Studies of Glenrose Hospital, and the Department of National Health and Welfare; or the project of analysing the career decisions of students in Grades **X**, **XI** and **XII** in conjunction with a study being carried out by the Department of Manpower and Immigration, 20
 - by maintaining working relations with other researchers in the field of educational psychology and exchanging copies of unpublished studies, and
 - by making contractual arrangements with research agencies for the conduct of research projects.
- Performs related duties such as conducting correspondence and writing reports and articles related to educational psychology. 10

Specifications,

Degree Points

Knowledge

The work requires a thorough knowledge of the techniques of testing intelligence and academic achievement and analyzing and correlating the results. The work requires knowledge of the cultural groups found **in** northern schools and of policy governing their education. The work also requires experience in educational research, curriculum development and related fields. This knowledge is normally attained through completion of a master's degree in education which will have included undergraduate or graduate courses in educational psychology and testing and evaluation, plus experience in teaching and educational research. 4 209

Problem Solving

The work requires the search for and selection of tests and test material from various sources and their modification to suit the ethnic group being tested. In some instances tests are developed from basic source material and from data assembled with the co-operation of the teachers. This requires the formulation of objectives, consultation with authorities in

Education

Sub-group: Education Services
B.M.P.D. No. 15

Degree, Points

education institutions and public and private agencies, the planning of the project and its implementation through the northern school system. It also involves the development of joint projects with the Department of Manpower and Immigration or with university professors. Recommendations relating to new studies or projects or to matters that affect other departments or field operations are made to the Section Head. The work influences the effort of the teaching staff in northern schools who use the tests to guide pupils. It also affects pupils who, after testing, are persuaded to follow a more appropriate course of study.

B₂ 210

Responsibility for Contacts

The work requires contacts with District and Regional Superintendents of Schools, Teachers, Principals and Chiefs of Division within the Branch to provide consultative services and to provide and obtain information on the implementation of testing programs; with the Research Director, Career Decisions of Canadian Youth Project, Department of Manpower and Immigration, the Chief, Curriculum and Test Development, Language Training Bureau and the Directors of Examination in provincial Departments of Education, to provide and obtain information on testing and evaluation procedures; with the Director of Mental Health, Northern Region Medical Services, Department of National Health and Welfare, to provide advice on the educational implications of mental health programs designed for use in the North, and to discuss and participate in joint research projects; with university professors in Canada and abroad to keep up to date with and obtain information on the research and application of testing and evaluation procedures, and with the Director of the Ontario Institute for Studies in Education and with the Director of the Canadian Council for Research in Education to arrange for the contracting of research projects.

C₂ 103

Supervision

There **is** no responsibility for supervision.

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Classification Standard EDUCATION GROUP

RECORD OF AMENDMENTS

Amendment No.	Inserted Date by	Remarks
NO.1	8-9-70 T.B.	