



Ontario Association of Children's Aid Societies

Position Title:	Instructional Design and Development Specialist
Reports to:	Manager, Learning Development & Evaluation
Category:	Professional, Grade 8
Positions Supervised:	none
Department:	Child Welfare Service Excellence
Position Established:	September 2014
Job Description Revised:	February 2016, March 2017

Job Summary

The Instructional Design and Development Specialist collaborates with subject matter experts, networks, project committees, child welfare/social services organizations, agency representatives to design, develop, implement, evaluate and revise curriculum and learning resources that are aligned with OACAS strategies and are aimed at enhancing the capabilities of child welfare professionals and their leaders.

The position develops learning objectives and performance outcomes for training courses/learning activities, develops content to meet learning objectives, and identifies appropriate delivery mechanisms. The position develops trainer and participant materials, including interactive e-learning modules. The position works with the Quality Assurance Specialist to develop and implement methodologies to review and assess learning materials and make recommendations for improvements. The position is responsible for managing learning design and development projects, including engaging and managing vendors.

Duties and Responsibilities

1. Conducts research and/or collaborates with program analysts to identify and assess sector developments, trends, best practices, government policy directions that impact training development and delivery and to identify and evaluate new technologies and emerging innovations in training and development.
2. Plans, develops, implements, evaluates and revises curriculum in response to changes in competencies, practice, legislation and regulation, emerging trends, best

practices, learning needs assessments, gap analyses, feedback from training participants and trainers, and other evaluation mechanisms.

3. Plans and facilitates consultation with subject matter experts, key collaborators, and informants, such as networks, project committees, child welfare/social services organizations, agency representatives to obtain input and feedback on learning materials and curriculum development initiatives.
4. Develops learning objectives and performance outcomes for training courses/ learning activities using recognized approaches such as Bloom's Taxonomy, Anderson/ Krathwohl's Revised Bloom's Taxonomy; etc.; determines the most appropriate structure and delivery format depending on learning objectives and desired outcomes.
5. Develops new and re-purposes existing content to meet learning objectives, identifies appropriate delivery mechanisms, develops trainer and participant materials, develops storyboards for online learning, and produces and/or manages the production of interactive online modules.
6. Researches and acquires learning resources, including working with Library Liaison to arrange copyright permission where relevant.
7. Makes recommendations for leveraging and repurposing existing OACAS content, and designing new content in ways that minimize future maintenance and duplication of effort.
8. Collaborates with the Quality Assurance Specialist to provide input to and receive feedback from training evaluation plans and activities; works with the QA Specialist to develop and implement methodologies to review and assess learning materials and make recommendations for updating and improving content, delivery methods and overall training program effectiveness.
9. Works with the Learning Resources Liaison to organize and manage the piloting of new courses, e-learning modules, learning materials, and implements or recommends revisions based on pilot results.
10. Works with the training delivery area to orient trainers to new curricula, courses, learning resources/materials.
11. Manages learning design and development projects, including developing and monitoring project work plans and milestones; liaising with curriculum/learning resource development and revision committees; organizing project teams/subject matter expert informants; engaging vendors (developing RFP's, selecting and managing vendors); and reporting progress and results.
12. Identifies and implements tools to ensure effective project management and project quality control.
13. Orients vendors in the use of instructional design templates and contributes to the development and regular review/update of templates, style guides and process standards.

Qualifications

- Post-secondary degree in Adult Education, Instructional Design, Information and Learning Technologies or related field or equivalent experience
- A minimum of five years' experience in designing, developing and evaluating curriculum, learning activities and resources for self-directed e-learning, microlearning, instructor-led classroom training and on-the-job practice activities
- Comprehensive knowledge of current adult learning theories, principles, program design strategies, technologies, trends and best practices applicable to both online and instructor-led learning programs
- Familiarity with various learning delivery models including online, blended, and classroom; knowledge of the theories and practices of e-learning and the implementation of synchronous learning environments
- Experience with Learning Management Systems; familiarity with virtual classroom and with multimedia and web design technologies
- Knowledge of SCORM technical standards and specifications for e-learning and proficiency in e-learning authoring software such as Articulate Storyline (360), Captivate, Flash, etc.
- Knowledge of APA Style rules and familiarity with copyright issues and their application to curriculum development
- Project management skills to lead, develop, plan, implement, monitor and evaluate learning design and development projects; contract management skills to engage and manage vendors
- Strategic thinking and analytical skills to analyze the impact of trends and changes in the sector and make recommendations about curriculum development and learning design directions
- Innovative and creative thinker to identify opportunities and approaches to apply leading edge ideas and techniques to enhance the OACAS training program
- Advanced verbal and written communication skills to communicate with a broad range of audiences one-on-one and in a group setting, make compelling presentations and write clear, concise learning materials geared for the target audience
- Exceptional editorial skills – advanced understanding of English grammar and a keen eye for detail, quality, and accuracy
- Strong interpersonal, collaboration, and relationship management skills to interact effectively and build and nurture effective working relationships with colleagues, member agencies, subject matter experts, instructional design vendors and learners
- Strong negotiation skills and ability to foster cooperation, build consensus, gain support and influence decision making and outcomes
- Demonstrated ability to plan, organize and prioritize a varied workload in a fast-paced environment, including managing several projects simultaneously

- Highly motivated problem solver with the ability to identify and resolve challenges both autonomously and collaboratively
- Proficiency in full suite of Microsoft Office products

Bilingual English/French would be an asset.

Experience working with aboriginal and/or francophone communities would be an asset.

Knowledge and experience in child welfare or social services would be an asset.

CTDP or CTP designation would be an asset.

Teaching or training experience with adult learners would be an asset.

Working Conditions

May involve some physical and/or psychological risk which could result from unavoidable exposure to dangerous situations or hazardous, disagreeable or uncomfortable working conditions.