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

## ATTRIBUTES AND QUALITIES (BE)

**Commitment to Improving Self**

Demonstrates Self-Awareness
Exhibits Self-Regulation Strategies
Learning and Continuous Growth
Commits to Professional Development

**Professional Conduct**

Respectful
Humble
Inclusive in Interactions and Communications
Team Player, Collaborative
Tolerance for Uncertainty Though Patience and Persistence
Institutional and Department Fit
Professional Conduct in Workplace

**Management of Work Duties**

Takes Initiative
Manages Time to Get Work Done
High Quality Work
Demonstrates Creativity and Innovative Practices
Open and Receptive to New Experiences
Independent

## KNOWLEDGE, SKILLS AND ABILITIES (KNOW)

**Teaching and Learning**

Curriculum Development and Teaching Abilities
Teaching, Learning and Technology Literature
Metacognition and Learning
Current Research in Teaching, Learning and Technology
Composed Philosophy of Teaching and Learning

**Educational Development**

Principles and Practices of Educational Development
Aware of Organizational Culture
Technology Competencies
Undertakes Reflective Practice
Composed own Philosophy of Educational Development

**Facilitation and Change Management**

Key Principles and Practices of Change Management
Listening Skills
Questioning Skills
Facilitating Effective Sessions and Workshops
Team Building

**Planning and Project Management**

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

## APPLICATIONS OF LEARNING (DO)

**Teaching and Learning**

Applies Skills Gained through 1-5 years of PSE Teaching Experiences
Experiments with Some Strategies from Literature
Applies Metacognitive Learning Strategies to Own Learning
Engages in Teaching Opportunities When Available
Engages in Some Scholarly Teaching and Learning Activities
Develops Beginnings of a Teaching Portfolio

**Educational Development**

Engages in Course-Based Pedagogy Support Requests and Consultations
Engages in Course-Based Technology Support Requests and Consultations
Develops Beginnings of an Educational Development Portfolio

**Facilitation and Change Management**

Facilitates, Connects and Consults with Students and Faculty
Communicates Effectively
Designs Accessible Materials
Supports Change through Employing Principles of Change Management
Works within Organizational Culture

**Planning and Project Management**

Plans and Implements Activities, Tasks and Work Duties
Manages Small to Medium Projects, Keeps on Track, Reports Out
Solves Ill-Defined Problems with Support
Markets and Promotes Offerings in Variety of Ways

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

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

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

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

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