

TITLE: MANAGER, EDUCATION**CLASSIFICATION: BAND 3****JOB OVERVIEW**

BC's Office of the Human Rights Commissioner (BCOHRC) exists to address the root causes of inequality, discrimination and injustice in B.C. by shifting laws, policies, practices and cultures. We do this work through education, research, advocacy, inquiry and monitoring.

Reporting to the Executive Director, Education and Engagement, the Manager, Education is responsible for developing and delivering BCOHRC's educational resources and programs to prevent and eliminate discriminatory practices, policies and programs across the province. The Manager, Education works by centering community voices to inform learning initiatives for rights holders and duty holders using human rights-based approaches as well as climate justice and decolonizing principles.

ACCOUNTABILITIES

In collaboration with the Executive Director, Education and Engagement, the Manager, Education:

- Leads the design and development of human rights educational strategies, initiatives, campaigns and innovative learning resources to meet the emerging needs of communities and groups in the non-profit, public and private sectors across the province.
- Manages and supports delivery of initiatives and programs across the province through a variety of educational mediums relevant to different rightsholder and duty bearer groups (e.g. narrative/storytelling, oral history and narrative in Indigenous culture, online webinars, in person workshops, seminars and presentations, etc.), monitors and measures results, and ensures sustainability.
- Provides input into the development and implementation of technologies that support and enhance public engagement and access to information and human rights education.
- Develops and delivers evaluation strategies to measure impact and success of the Office's educational and general outputs.
- Provides educational leadership to interdisciplinary projects within the Office to identify appropriate educational strategies, resources for Office outputs.
- Engages in self-directed study to develop strong knowledge of positions on human rights and social justice issues investigated or examined by the Office.
- Establishes and maintains collaborative relationships with stakeholders promoting rights and rights education across the province, including, but not limited to schools, universities, libraries, non-profit and public organizations.
- In collaboration with key stakeholders, develops and delivers education and training on rights issues to rightsholders and duty bearers across the province.
- In collaboration with human resources, co-develops and delivers education and training on rights issues to Office staff.

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- Contributes to the development and implementation of short- and long-term strategic plans, identifying educational priorities that support the Office's mandate.
- Provides leadership and supervision to direct reports including recruiting staff, assigning work, coaching and mentoring, creating learning and development and succession plans, approving leaves, adhering to budgets as well as managing conflict and performance processes.

JOB REQUIREMENTS

EDUCATION AND EXPERIENCE

- A degree, preferably at the graduate level, in a related discipline (e.g. education, adult education, instructional design, learning design). A combination of experience and graduate degree in other disciplines will be considered (e.g. sociology, cultural studies, communications, human rights, psychology) or equivalent as follows:
 - A graduate degree in a related field, plus 5 years of professional experience
 - A bachelor degree in a related field, plus 7 years of professional experience
 - A diploma or certificate in a related field, plus 8-10 years of professional experience
 - A combination of other education and experience may be considered that includes 10+ years of related professional experience
- A minimum of five years recent, relevant and progressively responsible experience developing and managing learning resources and programs that target behavioural change. Recent experience means experience within the last seven to ten years, to demonstrate fluency with existing and emerging educational approaches, theories and trends.
- Experience facilitating learning through a variety of mediums, including formal and informal contexts such as:
 - Narrative/storytelling: including oral history and narrative traditions in Indigenous cultures
 - Multi-modal alternatives to curriculum-based learning
 - Arts and process-based learning
 - Learning technology platforms and eLearning
 - Digital literacy and digital culture
 - American Sign Language (ASL)
- Experience leading, guiding and supervising educational design and delivery teams.
- An equivalent combination of education and experience may be considered.
- Successful completion of security screening requirements of the BC Public Service, which may include a criminal records check, and/or Criminal Records Review Act (CRRRA) check, and/or enhanced security screening checks as required.

WILLINGNESS STATEMENT: MUST BE WILLING TO TRAVEL INCLUDING TO RURAL AND REMOTE AREAS

Preference may be given to applicants with the following:

- Experience developing initiatives and resources related to affirming the rights of disadvantaged and marginalized groups. Human rights experience is an asset.
- Knowledge of learning theories, theories of instructional design, adult education principles, learning technologies, performance consulting, organizational learning practices, competency management, transformative learning, and performance improvement tactics.
- Experience developing educational resources for the general public using progressive methods such as collaboration, co-design and liberation pedagogies.
- A relevant certificate such as Certified Training Practitioner (CTP), Certified Training and Development Professional (CTDP), or completion of Ownership, Control, Access, and Possession (OCAP) Principles training. A graduate level degree in a related discipline (e.g., education, adult education, instructional design, learning design).
- A graduate certificate or diploma in learning design in addition to a degree in a related discipline.
- Experience building relationships and/or collaborating on education and research initiatives with Indigenous groups or communities.
- Fluency in two or more languages.
- Applicants self-declaring as being a member of one or more of the following groups: Indigenous peoples, persons with disabilities, LGBTQ2S+, ethnic, and /or religious or linguistic minorities. We encourage applicants to self-identify in their application.

KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of rights-based approaches that centre intersectionality and decolonization.
- Knowledge of the provincial economic, social, cultural and political context, including relevant and current issues, legislation, research and initiatives.
- Ability to exercise a high degree of confidentiality, discernment, tact and diplomacy dealing with issues that could have a significant impact on the image and credibility of the Office.
- Ability to customize and translate organizational resources for general public audiences with varied learning styles and proficiency levels.
- Expertise in human-centred and inclusive learning experience and instructional design principles.
- Interpersonal emotion regulation and management as well as trauma and conflict management in group situations informed by trauma-sensitive practices.
- Strong oral and written communication skills including facilitation, presentation and editing skills.
- Strong project management, organizational (time management), analytical, detail-oriented and problem-solving skills in terms of educational design.
- Proficiency with Microsoft Office or related software including Microsoft Teams in planning projects, communicating and record-keeping as well as with customer relations management software (or willingness to learn).

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INDIGENOUS RELATIONS COMPETENCIES

- **Cultural Agility** is the ability to work respectfully, knowledgeably and effectively with Indigenous people. It is noticing and readily adapting to cultural uniqueness in order to create a sense of safety for all. It is openness to unfamiliar experiences, transforming feelings of nervousness or anxiety into curiosity and appreciation. It is examining one's own culture and worldview and the culture of the BC Public Service, and to notice their commonalities and distinctions with Indigenous cultures and worldviews. It is recognition of the ways that personal and professional values may conflict or align with those of Indigenous people. It is the capacity to relate to or allow for differing cultural perspectives and being willing to experience a personal shift in perspective.
- **Empathy** is the ability to recognize, understand and directly experience the emotion of another. It involves listening with heart, accepting their message, and staying focused on their experience rather than reacting. It means understanding that the behaviour may be connected to something outside of the immediate situation.
- **Process orientation** places a priority on how things are done. It is a willingness to remain open and follow in new directions. It means setting aside mainstream ways of achieving results and instead following culturally respectful processes that also produce results. It is letting go of agendas or the need to control, and trusting that the appropriate outcome will emerge from a good journey together. It means accepting that both the use of process orientation and a good relationship are concrete results.

BEHAVIOURAL COMPETENCIES

- **Change Leadership** involves creating a new vision for the organization and taking the required actions to ensure that the members of the organization accept and support the vision.
- **Planning, Organizing and Co-ordinating** involves proactively planning, establishing priorities and allocating resources. It is expressed by developing and implementing increasingly complex plans. It also involves monitoring and adjusting work to accomplish goals and deliver to the organization's mandate.
- **Service Orientation** implies a desire to identify and serve customers/clients, who may include the public, colleagues, partners (e.g., educational institutes, non-government organizations, etc.), co-workers, peers, branches, ministries/agencies and other government organizations. It means focusing one's efforts on discovering and meeting the needs of the customer/client needs.
- **Concern for Image Impact** is an awareness of how one's self, one's role and the organization are seen by others. The highest level of this competency involves an awareness of, and preference for, respect for the organization by the community.
- **Sustained Learning and Development** means continually increasing your ability to build and maintain respectful and effective relationships. Central to this competency is appreciating that there are many other cultural understandings of knowledge and ways of working that have legitimacy and deserve respect – and therefore require our continual learning and development, including direct exposure to cultural and community ways.

- **Developing others** involves a genuine intent to foster the long term learning or development of others through coaching, managing performance and mentoring. Its focus is on developmental intent and effect rather than on a formal role of training. For this competency to be considered, the individual's actions should be driven by a genuine desire to develop others, rather than by a need to transfer adequate skills to complete tasks.
- **Leadership** implies a desire to lead others, including diverse teams. Leadership is generally, but not always, demonstrated from a position of formal authority. The 'team' here should be understood broadly as any group with which the person interacts regularly.

For more information on competencies, see:

[Competencies in the BC Public Service](#)

[BC Public Service competencies list](#)

[Indigenous relations behavioural competencies](#)