The STEM Outreach Instructors play an active role in the development, launch, and subsequent delivery of Aboriginal Access to Engineering’s Allied for Black Youth in STEM program. STEM Outreach Instructors work directly with youth participants to ensure that they have an enjoyable experience with STEM concepts in a Black-positive space. This is accomplished by developing and facilitating hands-on enrichment experiences and as a primary instructor for participants.

Reporting to the Director of Aboriginal Access to Engineering (AAE), the STEM Outreach Instructors are responsible for developing and facilitating content for the Allied for Black Youth in STEM program while actively modelling leadership, compassion, inclusiveness, and respect. Additionally, the STEM Outreach Instructors are responsible for supervising and ensuring the safety of all youth attending programs.

The hours of work will be approximately 6 hours per week to the end of September, with the potential for additional part-time, casual employment throughout the academic term in order to ensure program delivery.

**KEY RESPONSIBILITIES**

- Deliver educational outreach workshops and experiences in STEM (Science, Technology, Engineering and Mathematics) topics that are appropriate for K-12 students. Focus will primarily be on grades 1-8.
- Participate and work collaboratively with engineering outreach staff in planning and conducting educational outreach programming, adhering to university policies and procedures.
- Apply knowledge of STEM concepts to develop lesson plans and resources for educational outreach workshops and activities.
- Collaborate with others, internal and external to the University, to successfully meet the goals and objectives of AAE community outreach and the Faculty of Engineering and Applied Science (FEAS) more broadly.
- Plan for and pack up educational technology and other materials needed for workshops, travel to schools or community centres, set up equipment, and deliver educational workshops to a wide variety of audiences, including, but not limited to, elementary and secondary school children and teachers.
- Represent the FEAS at occasional community events such as career fairs, post-secondary information sessions, and school visits designed to engage students with a future in STEM.
- Undertake other duties as required in support of the unit and/or department.
- Adjust expectations of program deliverables and limitations to work environment changes necessitated by COVID-19 public health guidelines.

**REQUIRED QUALIFICATIONS**
• Black-identified student who has completed at least first year of a university degree in Engineering, Education, or another STEM field
• Satisfactory Criminal Records Check (‘CPIC’) and Vulnerable Sector Screening is required
• Previous instructional experience or experience working with youth programs within public, private, and/or separate school systems is considered an asset
• Valid Province of Ontario Class G driver’s licence is considered an asset

SPECIAL SKILLS
• Understanding of, and an interest in, STEM education
• Strong interpersonal and communication skills (verbal and written) to interact and build positive working relationships with a wide variety of people in many different contexts
• Effective public speaking skills combined with an ability to read the audience and adjust speaking strategies accordingly
• Effective organization and time management skills with the ability to focus and prioritize in a busy fast-paced working environment, and the ability to set and balance evolving priorities
• Analytical, interpretive, and problem-solving skills, with the ability to troubleshoot and resolve issues when appropriate
• Leadership and self-motivation skills with the ability to work independently and as part of a team
• Creative thinking and design skills, through the development of ideas for new outreach themes and activities within the program offerings
• Ability to work with children and youth from early elementary through university
• Professional and respectful of client confidentiality
• Ability to collect data, analyze, formulate conclusions, develop infographics, and communicate with others on different professional levels

DECISION MAKING
• Able to make decisions to ensure the safety of participants
• Make decisions toward the development, format, and content of communication tools, workshops, and presentations based on program needs.
• Determine logistics for special events, seeking assistance as required.
• Decide when to refer a matter to others, ensuring appropriate background information is provided.
• Determine how best to meet the needs of current stakeholders and provide recommendations when needed.
• Prioritize own time and duties to ensure work is completed on time and deliverables are met.

Queen’s University will provide support in its recruitment processes to applicants with disabilities, including accommodation that takes into account an applicant’s accessibility needs.

Interested students are encouraged to send a resume and cover letter outlining relevant experience to engineering.hr@queensu.ca by August 17, 2020.