

Update

Ministry

Education

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Curriculum Consultant, Wellnes

Current Class

Education 1

Job Focus

Policy

Supervisory Level

00 - No Supervision

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

CCE/HWFC/Wellness & Languages

☐ Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Director, Wellness & Languages

Supervisor's Current Class

Senior Manager (Zone 2)

Design: Identify Job Duties and Value

Changes Since Last Reviewed

Date yyyy-mm-dd

Responsibilities Added:

- In 'works within a broad framework of policies' section-

- Relevant health sector standards and guidance (e.g., AHS/health authority protocols, mental health and public health practice guidelines) for school wellness and mental health programming.

In responsibilities -

- **policy, program,** and curriculum development and implementation decisions

- leading the development and improvement of Physical Education and Wellness curriculum with an emphasis on mental health, physical literacy, healthy decision-making, and holistic wellbeing.

In 'Assets'

- Alberta teaching certificate with extensive teacher/leadership experience at school, jurisdictional, and/or provincial levels or registration under the Health Professions Act (e.g., ACOT, ACSWR, College of Alberta

Psychologists, CRPNA) with relevant practice in child/youth mental health and demonstrated impact in school, community, or public-health settings.

- Certificate/advanced training in mental health (e.g., trauma-informed practice, suicide prevention, addictions, regulation strategies, CBT/DBT-informed school programming) and experience implementing tiered, evidence-based interventions in education or youth-serving contexts.
- Experience partnering with AHS and community health agencies, translating clinical guidance into practical curriculum and educator supports.
- In-depth theoretical and practical knowledge of teaching and learning across Physical Education and Wellness, with the ability to integrate mental-health literacy, health promotion, and physical literacy into coherent K-12 programming.

Responsibilities Removed:

leading and supporting the maintenance and development of high-quality curriculum

Job Purpose and Organizational Context

Why the job exists:

Reporting to the **Director**, the **Curriculum Consultant, Wellness** leads complex curriculum projects and works collaboratively with their team to support the operations and overall functioning of the branch.

The **Curriculum Consultant, Wellness** supports the development, implementation, and continuous improvement of high-quality Kindergarten to Grade 12 (K-12) curriculum that is in alignment with *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum* (The Guiding Framework).

The **Curriculum Consultant, Wellness** must develop and maintain strong communication and working relationships with stakeholders and be well connected with the education community to stay informed of educational contexts, share curriculum knowledge, and ensure timely and accurate information flow and identification of issues.

The **Curriculum Consultant, Wellness** may represent the department and government on subject- or program-area related committees at the provincial and national levels.

The **Curriculum Consultant, Wellness** will

- contribute to high-quality curriculum and/or implementation supports informed by current research
- research, analyze, and synthesize information from a variety of sources to support curriculum development and implementation
- establish and maintain strong communication and working relationships with stakeholders to ensure timely and accurate information flow and identification of issues
- carry out other duties as required

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

1. The **Curriculum Consultant, Wellness** actively works with internal and external stakeholders (including cultural and other community leaders) to

- facilitate collaborative development with education and health partners to ensure both sectors' needs and expertise inform curriculum design.
- seek input to inform policy, program, and curriculum development and implementation decisions
- build capacity in the application of the curriculum and implementation supports
- promote curriculum development and implementation and seek the broader involvement of cultural and interest

communities

- contribute to the authentic inclusion of Francophone and First Nations, Métis, and Inuit perspectives and experiences in the curriculum development and implementation processes.
- establish and maintain strong communication and working relationships with stakeholders to ensure timely and accurate information flow and identification of issues.

2. The **Curriculum Consultant, Wellness** contributes to effective branch operations by

- leading and effectively managing team operations, including human and financial resources (contracts/grants), as assigned. This may include the supervision of Interchange Participants.
- working collaboratively with team members to support decision making regarding content, development processes, research, and planning.
- providing advice and recommendations on emerging issues, opportunities, and challenges.
- developing analyses, business cases, and briefing notes to assist with decision-making processes .
- developing and leading detailed project plans.
- contributing to the design and delivery of professional learning for internal and external stakeholders to support consistent application of the vision, guidelines, considerations, and features identified in The Guiding Framework.

3. The **Curriculum Consultant, Wellness** responds to a high number of information requests by

- studying the nature and intricacies of the request
- researching all the issues
- deciding on key considerations and recommendations
- preparing a department response, including briefing materials, appropriate support materials, and correspondence

The **Curriculum Consultant** develops curriculum for **Physical Education and Wellness** by

- anticipating the curriculum requirements required for the future
- actively monitoring learning outcomes and working toward their continual improvement
- leading the development and improvement of Physical Education and Wellness curriculum with an emphasis on mental health, physical literacy, healthy decision-making, and holistic wellbeing.
- providing specialized advice to support the implementation of new curriculum and monitoring its continued use
- synthesizing and summarizing researched content from a variety of sources (e.g., scholarly peer-reviewed academic journals, administrative publications, government studies, books, jurisdictional reviews) to support curriculum development
- providing information and supports to stakeholders and other education partners regarding curriculum
- providing research-informed advice to leadership regarding curriculum content and sequencing of learning
- providing a seamless transition in curriculum from grade to grade, from level to level, and from senior high to post-secondary studies and the workplace
- providing expertise, advice, and support for the development of new curriculum in Physical Education and Wellness

Problem Solving

Typical problems solved:

The **Curriculum Consultant, Wellness** under the supervision of the **Director** of Wellness and Languages, makes

recommendations to leadership in the decision making, planning, and management of curriculum and curriculum support materials. The position has direct influence over significant activities and materials related to curriculum development and implementation, and is accountable for the delivery of high-quality curriculum and curriculum related materials.

The **Curriculum Consultant**, Wellness provides strong project management skills, guidance, vision, and mentorship to their team.

Leadership and diplomacy are required to promote understanding and consensus among parties with multiple perspectives, interests, and priorities.

The **Curriculum Consultant**, Wellness must have excellent interpersonal skills, including a demonstrated ability to establish and maintain effective working relationships and networks with internal and external stakeholders, and partners.

The **Curriculum Consultant**, Wellness must have a strong ability to negotiate, compromise, and build consensus among parties to deal with identified risks and issues, ensuring a positive outcome for the department, partners, stakeholders, and students.

Flexibility, responsiveness, and ability to collaborate are key attributes required for effective coordination, organization, and leadership in this position.

Types of guidance available for problem solving:

Consultation with team and supervisor to identify long- and short-term goals of the team, branch, sector, and division.

Opportunities to collaborate with colleagues from other areas of Curriculum Division and other divisions for understanding of tasks.

Collaborative work environment that encourages clarifying questions for quality work.

Direct or indirect impacts of decisions:

Decisions of this position have both direct and indirect impacts on internal and external colleagues as well as the public. This position is empowered to make informed recommendations and to implement final decisions.

Key Relationships

Major stakeholders and purpose of interactions:

Primary relationships to this position are internal and external stakeholders.

Deputy Minister, Assistant Deputy Minister, Executive Director: As required to provide briefings, recommendations and advice.

Director: As a direct report to the Director, work closely with the Director to brief, update on priority timelines and milestones, advise of any issues and ask for support as required.

Sector/Branch: As part of the sector/branch team, participate in and contribute to the effectiveness of the sector/branch. Collaborate on projects and initiatives as required.

Employees and Interchange Participants: Mentor, guide, and lead in order to plan, manage workload and priorities, and coordinate operational requirements and initiatives.

Division, Ministry, Cross-Ministry Staff: Maintain collaborative working relationships in order to understand and incorporate multiple perspectives into priority work, contribute to various departmental priorities as appropriate, provide recommendations and advice, and exchange information.

Education Partners and Stakeholders: Establish collaborative working relationships to provide advice and enable their

input into priority work.

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Master's Degree	Education	Education	

If other, specify:

MA in related field + five yrs related experience or equivalent (Bachelor Deg. in related field + 7 yrs exp

Job-specific experience, technical competencies, certification and/or training:

Candidates bring expert knowledge of

- Curriculum design and implementation models, including research-informed approaches to K–12 curriculum development in Physical Education and Wellness.
- Current and emerging research in curriculum, assessment, and education technology, with the ability to translate evidence into practice.
- Organizational culture and leadership theory to lead cross-functional work and manage change.
- Department goals and policies related to curriculum development/implementation and provincial accountability.
- School authority structures and provincial accountability systems, including data use for continuous improvement.
- Policy frameworks and program governance needed to manage end-to-end curriculum development and implementation.
- Wellness and mental health promotion in school settings, including trauma-informed, prevention-oriented, and culturally responsive practices that integrate with curriculum.
- Interdisciplinary collaboration with the health sector (e.g., AHS, community mental-health agencies) to align curriculum with evidence-based clinical practices in youth mental health and health promotion.

The position works within a broad framework of policies, including

- *Education Act*, the Funding Manual, and *The Guide to Education, K-12*
- *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*
- Ministerial Order on Student Learning
- Relevant health sector standards and guidance (e.g., AHS/health authority protocols, mental health and public health practice guidelines) for school wellness and mental health programming.
- *Freedom of Information and Protection of Privacy Act* (FOIP)
- Applicable department policies and curriculum development standards, guidelines, and processes

Assets

- Alberta teaching certificate with extensive teacher/leadership experience at school, jurisdictional, and/or provincial levels or registration under the Health Professions Act (e.g., ACOT, ACSWR, College of Alberta Psychologists, CRPNA) with relevant practice in child/youth mental health and demonstrated impact in school, community, or public-health settings.
- Certificate/advanced training in mental health (e.g., trauma-informed practice, suicide prevention, addictions, regulation strategies, CBT/DBT-informed school programming) and experience implementing tiered, evidence-based interventions in education or youth-serving contexts.
- Experience partnering with AHS and community health agencies, translating clinical guidance into practical curriculum and educator supports.
- In-depth theoretical and practical knowledge of teaching and learning across Physical Education and Wellness, with the ability to integrate mental-health literacy, health promotion, and physical literacy into coherent K-12

programming.

- Understanding of research on the principles of 21st century learning and the implications for curriculum development
- excellent research, communication (oral, written, information literacy), and interpersonal skills
- sound project management and organizational skills, and the ability to work independently and collaboratively in a team environment
- initiative, agility, and strong problem-solving skills
- fluency in both French and English is considered a strong asset
- understanding of First Nations, Métis, and Inuit culture and communities is considered a strong asset
- teaching certificate plus extensive related teaching and leadership experience at the school, jurisdictional, and/or provincial level
- in-depth theoretical and practical knowledge of teaching and learning processes across **Physical Education and Wellness**
- **Add additional requirements, as appropriate, that are specific to the position.**

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Drive for Results	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Works to exceed goals and partner with others to achieve objectives: <ul style="list-style-type: none"> • Plans based on past experience • Holds self and others responsible for results • Partners with groups to achieve outcomes • Aims to exceed expectations 	Attention to tight timelines as well as the development of content in alignment with provincial and national jurisdictions. This position requires ability to revise and assess readiness of the work.
Build Collaborative Environments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Facilitates open communication and leverages team skill: <ul style="list-style-type: none"> • Leverages skills and knowledge of others • Genuinely values and learns from others • Facilitates open and respectful conflict resolution • Recognizes and appreciates others 	Frequent communication with various internal and external stakeholders. Actively listen and apply information to refine products.

Agility	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Works in a changing environment and takes initiative to change:</p> <ul style="list-style-type: none"> • Takes opportunities to improve work processes • Anticipates and adjusts behaviour to change • Remains optimistic, calm and composed in stressful situations • Seeks advice and support to change appropriately • Works creatively within guidelines 	<p>Changing timelines and priorities require a strong ability to work with agility. Modeling positivity and optimism is critical to keep teams motivated and engaged. Opportunities to challenge the system will encourage teams to apply creativity within work guidelines.</p>
Develop Networks	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Works on maintaining close relations with all stakeholders:</p> <ul style="list-style-type: none"> • Identifies key stakeholder relationships • Has contact with range of interested parties • Actively incorporates needs of a broader group • Influences others through communication techniques 	<p>Ability to consider and apply stakeholder feedback. Knowing how to access appropriate staff to problem-solve and consider other perspectives. Being able to anticipate stakeholder values and expectations.</p>

Benchmarks

List 1-2 potential comparable Government of Alberta: [Benchmark](#)

Assign

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

Employee Name

Date yyyy-mm-dd

Employee Signature

Supervisor / Manager Name

Date yyyy-mm-dd

Supervisor / Manager Signature

Director / Executive Director Name

Date yyyy-mm-dd

Director / Executive Director Signature