

Update

Ministry

Education

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Curr Cons, Career Education

Current Class

Job Focus

Supervisory Level

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

☐ Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

Design: Identify Job Duties and Value

Changes Since Last Reviewed

Date yyyy-mm-dd

Responsibilities Added:

Responsibilities Removed:

Job Purpose and Organizational Context

Why the job exists:

Reporting to the Director, the Curriculum Consultant, Career Education supports the development and maintenance of high quality curriculum in careers-based programming (e.g., dual credit and off-campus education programming). The Curriculum Consultant, Career Education supports future careers-based curriculum development in alignment with *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*

(*Programs of Study*). This individual must be well connected with, and a leader to, the education community to stay informed of issues, manage the Alberta Dual Credit Framework implementation, and stay apprised of educational requirements and other learning dynamics.

The Curriculum Consultant, Career Education is primarily accountable for the content and quality of career-based programming, related policy, and complex projects. Therefore, the position has effective control over the significant activities and resources which produce the career-based curriculum and is the position which must answer for the results.

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

Responsibilities

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

1. The Curriculum Consultant, Career Education actively works with internal and external stakeholders to:
 - operate with a significant degree of freedom in the field, seek the input of school authorities, teachers, students, parents, partners, cultural and other community leaders and other stakeholders to inform programming decisions;
 - regularly interact with senior leaders of stakeholder communities to promote career-based programming and initiatives (such as the *Alberta Dual Credit Framework and Off-Campus Handbook*);
 - build teaching capacity in the application of the curriculum, learning and teaching resources, online or print student courses, and assessment;
 - actively monitor curriculum and work towards continual improvement; and
 - seek the broader involvement of diverse communities (e.g., First Nations, Métis, and Inuit community, Francophone community).
2. The Curriculum Consultant, Career Education contributes to program and policy development by:
 - seeking input to inform policy and career education programming decisions;
 - researching, analyzing, and synthesizing information from a variety of sources to support program development and implementation;
 - providing specialized advice to support the implementation of curriculum and programs;
 - developing information and supports to stakeholders and other education partners regarding career education and programs; and
 - advising on approaches to support a seamless transition in curriculum from grade to grade, from level to level, and from senior high to post-secondary studies and the workplace.
3. The Curriculum Consultant, Career Education contributes to effective branch operations by:
 - supporting 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; and
 - 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.

4. The Curriculum Consultant, Career Education 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; and
 - preparing a department response, including briefing materials, appropriate support materials, and correspondence.

Problem Solving

Typical problems solved:

- The Curriculum Consultant, Career Education, under the supervision of the Director, 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, Career Education, 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.
- Strong decision making skills and accountability resulting in the successful implementation of the *Alberta Dual Credit Framework*.
- Strong writing and analysis skills to produce documentation to support career-based programming, such as the revisions to the *Off-campus Education Handbook* and supporting documents.
- Strong consultation, negotiation, compromise and consensus building skills with clients, which include parents, business, community and cultural organizations, and professionals with multiple perspectives, and competing interests and priorities.
- Strong coordination and leadership skills to carry out work in a complex divisional organization and to establish, lead, and chair advisory, development and validation committees.
- Flexibility, responsiveness, and ability to collaborate are key attributes required for effective coordination, organization, and leadership.

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 and Career Education Division, other divisions and other Ministries 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	Public Administration	Project Mgmt

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:

The Curriculum Consultant, Career Education requires expert knowledge of:

- career-based programming in senior high school, including a thorough understanding of its philosophy, history and current research findings.
- structures and policies of school authorities with respect to provincial accountability systems and teachers' participation in such tasks as curriculum development.
- the administrative structures for school authorities, teacher organizations, post-secondary institutions, and business and community partners.
- curriculum development models
- current and formative research regarding trends in curriculum and technology development
- the theory, principles, and practices in career education to ensure high-quality, research-informed curriculum development
- organizational culture and leadership theory
- department goals and policies that relate to curriculum development and implementation
- structures and policies of school authorities with respect to provincial accountability systems
- the broad framework of department policies to manage the curriculum development and implementation process

The Curriculum Consultant, Career Education works within a broad framework of policies, including:

- *Education Act*, the *Funding Manual*, and the *Guide to Education, K-12*;
- *Ministerial Order on Student Learning*;
- *Freedom of Information and Protection of Privacy Act* (FOIPP)
- *Employment Standards Code*; *Occupational Health and Safety Act*;
- *Alberta Dual Credit Framework*;
- *Off-campus Education Handbook*; and
- Applicable department policies and curriculum development standards, guidelines and processes including those outlined in *The Guiding Framework*.

Assets include:

- fluency in both French and English
- sound project management and organizational skills, and the ability to work independently and collaboratively in a team environment
- 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
- initiative, agility, and strong problem-solving skills
- understanding of First Nations, Métis, and Inuit culture and communities is considered a strong asset

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"/>	<p>Works to exceed goals and partner with others to achieve objectives:</p> <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 ministry priorities. This position works within teams to achieve deliverables that reflect GoA policy direction while also addressing stakeholder feedback and expectations. This position requires the ability to revise and assess readiness of the work.
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 	This position considers and applies stakeholder feedback to the work, and knows how to access appropriate staff to problem solve and consider other perspectives. Managing internal and external relationships, anticipating stakeholder needs and expectations, and bringing diverse perspectives together while valuing everyone's input is critical to this position.
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 	Diverse partners across provincial school authorities have unique needs; these needs will need to be supported. This position requires the ability to change the way we approach problems and anticipate change. The way we have done things in the past may no longer be enough to move forward.
Build Collaborative Environments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Facilitates open communication and leverages team skill:</p> <ul style="list-style-type: none"> Leverages skills and knowledge of others 	Relationships with our stakeholders can be complex. Managing these relationships and bringing diverse perspectives

		<ul style="list-style-type: none"> • Genuinely values and learns from others • Facilitates open and respectful conflict resolution • Recognizes and appreciates others 	<p>together while valuing everyone's input will be critical to this position.</p>
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