

Update

Ministry

Education and Childcare

Describe: Basic Job Details

Position

Position ID

Position Name (200 character maximum)

Manager, Humanities

Current Class

Job Focus

Policy

Supervisory Level

01 - Yes Supervisory

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

Curriculum & Career Education/HWFC/EFASS&FEB

Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Director, EFASS

Supervisor's Current Class

Senior Manager (Zone 2)

Design: Identify Job Duties and Value

Changes Since Last Reviewed

Date yyyy-mm-dd

Responsibilities Added:

No responsibilities added or removed. Position title update from Manger, Language Arts: EN, FR & French Immersion to Manager, Humanities to broaden the subject area expertise of the role. The update includes English Language Arts and Literature (ELAL), French First Language Arts and Literature (FFLL), and French Immersion Language Arts and Literature (FILAL), Social Studies (SS), as well as Fine Arts (FA) and French Second Language (FSL) curriculum, and Francisation.

Responsibilities Removed:

n/a

Job Purpose and Organizational Context

Why the job exists:

Working within the Curriculum and Career Education Division, and reporting to the Director, English Language Arts and Literature/Social Studies/Fine Arts (EFASS), the Manager, Humanities, supports the research, development and stewardship of provincial Kindergarten to Grade 12 (K-12) English Language Arts and Literature (ELAL), French First Language Arts and Literature (FFLL), and French Immersion Language Arts and Literature (FILAL) curriculum, Social Studies (SS), as well as Fine Arts (FA) and French Second Language (FSL) curriculum, and Francisation.

The Manager plays a key leadership role in ensuring curriculum is evidence-informed, culturally responsive, and aligned to policy documents, including the Ministerial Order on Student Learning (the Ministerial Order) and The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (The Guiding Framework). Understanding the common architecture and design for new curriculum is required in order to effectively coach and mentor teams as they engage in this work.

To achieve branch deliverables, the Manager provides leadership, advises on strategic planning, and directly supervises staff in the branch including recruitment, training, managing workloads, assigning tasks and projects, and conducting performance excellence reviews.

Responsibilities

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

1. **Lead the development, revision, and maintenance of K -12 Humanities curriculum, as well as Fine Arts, FSL curriculum and Francisation, in accordance with ministry policies, standards, guidelines, and approved development processes.**

- Apply research, jurisdictional scans, and leading practices to inform scope-and-sequence, learning outcomes, and progression across grades in both English and French programs (including Francophone and French Immersion).
- Ensure alignment and coherence between English and French curriculum components, where necessary and appropriate.
- Ensure curriculum reflects First Nations, Métis and Inuit and Francophone cultures and perspectives.
- Coordinate and quality-assure the work of curriculum developers and oversee version control and documentation.

2. **Support system success by collaborating with a range of internal and external partners to support effective development and implementation of K-12 curriculum.**

- Collaborate with Systems Excellence to support alignment between curriculum and provincial assessments.
- Support the identification (and where appropriate, the development) of appropriate learning and teaching resources and classroom assessments for Kindergarten to Grade 12 students.
- Work with education partners and provide advice regarding the effective implementation of new curriculum.
- Support stakeholder engagement and cross divisional collaboration to strengthen Humanities curriculum quality and alignment to ministry and system-wide priorities.
- Engage with education partners (e.g., school authorities, teachers, Francophone stakeholders, post-secondary experts, subject area specialists) to inform curriculum development and validate direction.
- Collaborate with internal teams (assurance, translation, implementation, assessment and other subject areas) to ensure curriculum coherence (e.g. consistently applied expectations across English and French programs, logical progression across grades, alignment to guiding policy documents) and readiness for future implementation.
- Represent curriculum subject perspectives on working groups and committees as delegated; synthesize

feedback for action within the project teams.

3. Lead strategic planning and issue management to ensure curriculum projects and policies align with ministry direction and support executive decision-making.

- Translate Department, Divisional and Branch priorities into subject-area project plans, schedules, milestones, and deliverables for curriculum.
- Identify risks, emerging issues, and opportunities; implement mitigation strategies and escalate matters with significant impact to the Director.
- Contribute subject-specific analysis to policy development, business cases, and briefing materials to inform executive decision-making.
- Prepare clear reports and recommendations that align with government priorities, legislation, policy and frameworks (e.g., Ministerial Order on Student Learning, The Guiding Framework).

4. As the manager for humanities curriculum, represent the branch to support implementation of curriculum and development of learning and teaching resources by:

- Liaising with divisional partners to provide objective review, feedback, recommendations, and advice to ensure consistent application of the vision, guidelines, considerations, and features of The Guiding Framework;
- Identifying opportunities for improvements and efficiencies in curriculum development processes, including continuous improvement strategies; and
- Supporting the design, delivery and provision of professional development and support documents for piloting and implementing teachers, schools, and school authorities.

5. Contribute to Branch and Division operations by:

- Engaging in transparent communication and knowledge sharing across branches to align timelines, deliverables, and expectations.
- Supporting people leadership, team culture, and project coordination to ensure effective team operations and the delivery of high-quality humanities curriculum products on time, within scope, and to ministry standards.
- Providing day-to-day leadership, coaching, and mentorship to permanent and contract staff working on humanities curriculum projects.
- Planning and coordinating project workflows, assign tasks, monitor progress, and ensure quality standards and timelines are met.
- Supporting recruitment, on-boarding, and performance development activities as delegated by the Director.
- Fostering a positive, inclusive, and accountable team culture grounded in excellence, integrity, and respect.
- Overseeing knowledge management and communication processes to maintain organized, accessible documentation and deliver clear policy analyses and recommendations for decision makers.
- Maintaining high-quality curriculum and policy documents, and related support materials (literature reviews, jurisdictional scans, summary of shifts) in both English and French, ensuring accessibility and clarity.
- Developing or contributing to briefing notes, summaries, and presentations to support executive decision-making.
- Ensuring appropriate records management, version tracking, and adherence to information management practices.
- Documenting lessons learned and contributing to continuous improvement of curriculum processes and products.

- Coordinating project plans, resourcing, and schedules to align with branch priorities and timelines.
- Standardizing templates, workflows, and quality criteria for curriculum products and related supports.
- Maintaining up-to-date dashboards, risk logs, and status reports to support branch leadership.
- Contributing to training, and knowledge transfer activities across the humanities, fine arts, FSL and Francisation teams.

Problem Solving

Typical problems solved:

The Manager drives results for the sector and branch by fostering creativity and innovation in curriculum processes and products, and by resolving issues related to achieving desired outcomes for curriculum related programming and development and maintenance of related policies and procedures. Typical issues include coordinating multi-stream products, engaging diverse stakeholders, aligning policy to products, ensuring data-informed decision-making, and supporting effective information sharing and documentation.

Challenges faced by this position include:

- Negotiation, compromise and consensus building among stakeholders with multiple perspectives, interests, languages, and priorities when developing provincial curriculum and related policies (e.g., education partners, Francophone stakeholders, post-secondary experts, teachers, and contracted service providers).
- Providing leadership in the consistent application of the vision, guidelines, considerations, and features identified in The Guiding Framework while respecting subject matter expertise.
- Managing priority projects with competing deliverables, parallel English/French/French Immersion development cycles, and tight timelines.
- Managing production of curriculum deliverables in both English and French.

The position requires considerable critical and analytical skills, bilingual communication, and project management discipline to ensure timely action on priorities. The Manager anticipates impacts of branch initiatives, interprets and articulates broad concepts into actionable guidance, and responds to emerging issues within tight time frames.

Types of guidance available for problem solving:

The position works with considerable independence within the parameters of established legislation, frameworks, policies, plans, and guidelines to determine approaches to fulfilling responsibilities. Professional judgment is applied when creating and executing engagement strategies, prioritizing responsibilities to meet requirements, and coordinating work assignments and projects with tight and concurrent timelines.

The Manager provides general guidance and reviews work for the quality of results and outcomes delivered. Matters with potential for significant impact on operations or resource allocations are discussed with the Director, who is also available for assistance when dealing with politically sensitive or contentious situations, or those that lack clear precedent. The Manager leads a team of subject-matter consultants and seeks advice from direct reports with specialized knowledge as well as from other teams and branches.

The Manager also works within a broad framework of policies including:

- Education Act, Funding Manual, and Guide to Education
- Ministerial Order on Student Learning and The Guiding Framework for the Design and Development of

Future Kindergarten to Grade 12 Provincial Curriculum

- Department directives and policies that relate to provincial curriculum development and implementation
- The Canadian Charter of Rights and Freedoms, section 23

Direct or indirect impacts of decisions:

The Manager contributes to the development and stewardship of K-12 ELAL, FLL, FILAL, Social Studies, Fine Arts, and FSL curriculums as described in The Guiding Framework, as well as Francisation. Decisions directly affect curriculum quality, coherence between programs, and readiness for implementation, impacting programming for K-12 schools in Alberta and the work of thousands of teachers and students. The work of the Manager will impact the implementation of curriculum and continuous improvement of curriculum for years to come.

Key Relationships

Major stakeholders and purpose of interactions:

- Deputy Minister, Assistant Deputy Minister, Executive Director: As required to support advice, briefings and recommendations.
- Director, EFASS: Direct reporting relationship; collaborate closely on priorities, timelines, and milestones; manage unit deliverables; provide recommendations and subject-matter advice.
- Sector/Branch Leadership Team: Participate and contribute to the effectiveness of the sector/branch; collaborate on cross-cutting projects and HR initiatives as assigned.
- Employees and Contractors (including interchange participants): Mentor, guide, and lead to plan work, manage priorities, and coordinate operational requirements and initiatives for ELAL, FLL, and FILAL projects.
- Other Division and Ministry Staff: Share information and maintain effective working relationships to incorporate multiple perspectives, contribute to departmental priorities, and exchange information (e.g., assessment, implementation, CSSA).
- Education Partners and Stakeholders: Establish collaborative relationships to enable input on humanities curriculum needs for teachers and learners (e.g., school authorities, teacher associations, Francophone stakeholders, post-secondary, Indigenous partners).
- Other Canadian Education Ministries: Establish collaborative relationships, conduct jurisdictional scans, and exchange information on humanities curriculum practices and trends.

Required Education, Experience and Technical Competencies

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

If other, specify:

French Education, Policy

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

Experience

Progressively responsible experience (typically 5-7 years) in policy development and project leadership, K-12 humanities, FSL, and fine arts instruction an asset.

Strong knowledge of the Alberta K-12 education system.

System knowledge of bilingual, Francophone, and/or French Immersion contexts; bilingual proficiency in English and French is an asset.

Demonstrated experience leading work in a complex divisional organization, including establishing, coordinating, and leading multidisciplinary teams and committees.

Experience motivating and managing professional and administrative staff to promote team effectiveness, self-reliance, competence, reliability, and confidence.

Experience leading collaborative, consensus-driven discussions with diverse stakeholders.

Experience managing projects, contractors, schedules, workflows, and quality-assurance processes.

Experience in knowledge management and knowledge mobilization to support effective information sharing across the system.

Technical Competencies

Strong knowledge of curriculum development models, processes, and research, including trends in curriculum design and implementation.

Strong knowledge of Alberta policy documents related to curriculum development and implementation, including: Education Act and Guide to Education; Ministerial Order on Student Learning; The Guiding Framework for the Design and Development of Future Kindergarten to Grade 12 Provincial Curriculum; the Access to Information Act and the Protection of Privacy Act.

Strong research and analytical skills, including experience with research methods, data interpretation and analysis, and evidence-informed decision-making.

Knowledge of artificial intelligence (AI) and associated tools, including experience using a variety of AI-enabled applications to support research, analysis, writing, and workflow efficiencies; formal or informal training in AI use is an asset.

Understanding of the role, limitations, and ethical considerations of AI in research and writing processes, including critical evaluation of AI-generated content and alignment with privacy, access-to-information, and responsible-use requirements.

Strong plain-language writing and editing skills in English. Strong plain-language writing and editing skills in French is an asset.

Strong facilitation, stakeholder engagement, and collaborative problem-solving skills.

Strong organizational and time-management skills, with the ability to manage competing priorities and tight timelines.

Proficiency with information technology and collaboration tools, including SharePoint, Microsoft Office (Word, Excel, PowerPoint), and video-conferencing platforms

Familiarity with records and information management practices.

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 | | |
| Systems Thinking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Integrates broader context into planning: <ul style="list-style-type: none"> Plans for how current situation is affected by broader trends Integrates issues, political environment and risks when considering possible actions | Uses awareness of current economic and political climate to identify trends that could impact the development and implementation of renewed K-12 curriculum, involving diverse stakeholder groups with |

| | | | |
|----------------------------------|-----------|---|---|
| | | <ul style="list-style-type: none"> • Supports organization vision and goals through strategy • Addresses behaviours that challenge progress | <p>significant impact on the education system.</p> <p>Works with internal and external partners to support humanities policy/ curriculum development and implementation in alignment with departmental priorities and policy documents.</p> |
| Build Collaborative Environments | ○ ○ ● ○ ○ | <p>Collaborates across functional areas and proactively addresses conflict:</p> <ul style="list-style-type: none"> • Encourages broad thinking on projects, and works to eliminate barriers to progress • Facilitates communication and collaboration • Anticipates and reduces conflict at the outset • Credits others and gets talent recognized • Promotes collaboration and commitment | <p>Builds and maintains relationships with internal and external stakeholders, to ensure goals are met and priorities are achieved.</p> <p>Communicates and collaborates with divisional, departmental, and external partners to lead development and implementation of K-12 curriculum. Anticipates potential areas of conflict and negotiates collaborative solutions.</p> |
| Develop Self and Others | ○ ○ ● ○ ○ | <p>Plans according to career goals and regular development:</p> <ul style="list-style-type: none"> • Aligns personal goals with career goals • Leverages strengths; attempts stretch goals • Provides feedback and openly discusses team performance • Values team diversity, and supports personal development | <p>Leads a team within the branch and is required to demonstrate strong leadership and communication to support staff, ensure expectations are clear, and goals (personal and professional) are met.</p> <p>Seeks learning opportunities for him/herself and identifies professional learning needs of the team as a whole as well as individual team members within the unit.</p> <p>Develops competencies and leadership skills of all team members, and provides multiple opportunities for staff to gain experience (formal</p> |

| | | | |
|--------------------------|--|--|---|
| | | | and informal training, acting assignments, etc.) |
| Drive for Results | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | <p>Works to remove barriers to outcomes, sticking to principles:</p> <ul style="list-style-type: none"> • Forecasts and proactively addresses project challenges • Removes barriers to collaboration and achievement of outcomes • Upholds principles and confronts problems directly • Considers complex factors and aligns solutions with broader organization mission | <p>Leads and manages curriculum renewal across multiple subject areas, as well as stakeholder engagements and operational needs with tight timelines. Identifies potential barriers to collaboration between branches and units of the sector, and works to develop efficiencies in work and collaboration processes.</p> |
| Agility | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | <p>Proactively incorporates change into processes:</p> <ul style="list-style-type: none"> • Creates opportunities for improvement • Is aware of and adapts to changing priorities • Remains objective under pressure and supports others to manage their emotions • Proactively explains impact of change on roles, and integrates change in existing work • Readily adapts plans and practices | <p>Anticipates shifts in work priorities and impacts of decisions.</p> <p>Applies strong coordination and implementation skills to manage multiple priorities within demanding timelines.</p> |
| Creative Problem Solving | <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | <p>Engages the community and resources at hand to address issues:</p> <ul style="list-style-type: none"> • Engages perspective to seek root causes • Finds ways to improve complex systems • Employs resources from other areas to solve problems • Engages others and encourages debate and idea generation to solve problems while addressing risks | <p>Uses critical thinking and complex problem solving skills to seek solutions to issues - this requires strong conflict resolution and diplomacy skills to anticipate and mitigate responses (from division staff, leadership, stakeholders, etc.)</p> |

Benchmarks

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

M420-16; M420-06

Comparable positions in Education and Childcare: Manager, Curriculum and Locally Developed Courses;

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.

_____ Date yyyy-mm-dd _____

Supervisor / Manager Name Date yyyy-mm-dd Supervisor / Manager Signature

Director / Executive Director Name Date yyyy-mm-dd Director / Executive Director Signature

ADM Name Date yyyy-mm-dd ADM Signature

DM Name Date yyyy-mm-dd DM Signature