

New

Ministry

Public Safety and Emergency Services

Describe: Basic Job Details

Position

Position ID

Position Name (200 character maximum)

Team Lead - Emergency Management Education

Requested Class

Program Services 4

Job Focus

Operations/Program

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

AEMA, Provincial Operations, Training Cert & Std's

☐ Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

Manager (Zone 2)

Design: Identify Job Duties and Value

Job Purpose and Organizational Context

Why the job exists:

The Alberta Emergency Management Agency (AEMA) is accountable and responsible to the Alberta government, to Albertans, and to their communities, for the protection of people, their property, the environment and the economy from the effects of disasters and emergency events. Alberta relies on a decentralized public safety system for managing the various emergency events that occur every year. The System is made up of many stakeholders and partners including government ministries, municipal agencies, non-governmental organizations (NGOs), industry, First Nation communities and Métis Settlements. AEMA accomplishes its mandate by effectively and successfully leading the coordination, collaboration and cooperation between all entities involved in the prevention, preparedness, response, and recovery activities within this diverse partnership.

The AEMA Training, Certification and Standards (TCS) Unit develops, administers and enforces standards on Emergency Management (EM) curriculum needed to support our many stakeholders and public safety partners. Through the development and employment of in-person and online teaching, AEMA is able to properly issue standardized EM instruction and instructional material, ensuring Albertans are properly prepared in dealing with EM threats to their communities. AEMA being the Authority Having Jurisdiction (AHJ) for EM in Alberta utilizes TCS in ensuring the Alberta

EM standards are adhered to in all aspects of instructional material ranging from AEMA proprietary courses for municipalities to the enforcement of Incident Command Systems (ICS) Canada Curriculum and Standards.

Reporting to the Manager TCS, Team Lead - Emergency Management Education (TL EM Ed) is a primary point of contact for EM curriculum development and Learning Management System administration. Being proficient in all business areas within TCS, day-to-day duties of this position provides guidance and support to TCS personnel in the completion of assigned tasks. TL EM Ed leads and contributes to educational projects advancing EM curriculum and the methods of educational delivery within Alberta. TL EM Ed is responsible for developing, updating, revising EM syllabus, as well as applying educational theory and methodology to course outlines, lesson plans, learning outcomes, learning activities, and assessments. This is accomplished by liaising with subject matter experts, collaboration with exterior agencies and EM practitioners to ensuring EM curriculum meets industry standards while ensuring accuracy of records of all EM in-class training across the province and Learning Management System (LMS) course completion.

Responsibilities

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

Primary Responsibilities and Activities:

Support EM curriculum design and content development, focusing on continuous and iterative improvement

- Oversee daily operations of LMS platform.
- Lead or participate in AEMA proprietary curriculum development.
- Support E- Learning content production.
- Develop scalable training packages aimed at standardizing regional EM workshops.
- Lead or participate in working groups on EM curriculum development.
- Ensure training records are properly maintained and managed in accordance with privacy regulations.
- Lead periodic evaluations of LMS infrastructure and technology, planning and implementing specific projects to improve functionality of the system.
- Conduct research and analysis on similar programs in other jurisdictions with a view to identifying best practices that can be applied in Alberta. This will be a continuous improvement activity.

Secondary Responsibilities and Activities:

Maintenance of business lines and support to Field Operations

- Support all TCS lines business during PECC activations when staffing is limited.
- Assist in the enforcement Alberta EM Standards and AEME policies within the established curriculum.
- Assist in coordinating All- Hazard Incident Management Teams (AHIMT) assets during PECC activations.
- Manage the maintenance of information on the website to ensure that it is current, comprehensive and accessible.
- Support FOs in their efforts to assist communities with training and exercise activities.
- Determine future vision of program(s) delivery by TCS team and set up project plans to ensure success of the team in all initiatives.
- Deliver presentations on EM curriculum at conferences, workshops and symposia to promote preparedness.
- Assume role of Manager TCS when required.

Problem Solving

Typical problems solved:

TL EM Ed ensures TCS lines of business regarding curriculum development, access to EM education material and tracking of qualification are properly maintained to meet AHJ requirements. This position is a supervisory position who oversees these business areas within TCS. TL EM requires a deep and comprehensive understanding of curriculum development, administration of LMS and records management. TL EM Ed is responsible for the provision of advice and recommendations to Manager TCS and other section heads on identified issues and solutions regarding new or existing EM curriculum. Where appropriate, this advice may be offered to other emergency management and municipal officials in support of their own EM training programs.

TL EM Ed must be a strong relationship-builder and capable of creating a collaborative working environment involving a wide range of stakeholders. The position requires an analytical thinker would can make recommendations or alternatives based on established performance measures. In conducting such analysis, the TL EM Ed is skilled in problem analysis and have the ability to communicate options with EM partners on proposed options for improving existing curriculum and methods of delivery with the aim of building capabilities and resilience within Alberta.

TL EM Ed works with a high degree of independence and is expected to be a self-starter, operating within the boundaries and priorities set by TCS management, Field Operations and the Provincial Operations Annual Operating Plan, the Agency Strategic Plan, and legislation and regulation. The Manager TCS is available to support with the more complex issues and will coordinate additional resources where necessary and appropriate.

On occasion, The Team Lead EM Education will be required to perform role of the Manager TCS; this could be the result of manager being absent for any reason, or a decision by Director Field Operations to augment the PECC or a region (routine or emergency situation) with additional capacity for a specific purpose. This will see the position to fill the role and ensure continuity of TCS services to EM partners to include local governments in municipalities, First Nation communities, and Métis Settlements, and private EM contractors.

Types of guidance available for problem solving:

This position relies on the use of all provincial EM legislation, instructional design frameworks and applicable training standards.

Direct or indirect impacts of decisions:

The quality and accuracy of EM educational content are directly tied to this position for both in-class and online delivery. Effective management of AEMA's registrar functions within the LMS is essential to ensure qualifications are accurately recorded and to support our EM partners and the provincial certification of EM practitioners.

Key Relationships

Major stakeholders and purpose of interactions:

The Emergency Management Education Designer reports directly to the Manager, Training, Certification, and Standards.

In order to support its functions, this position may require interactions with the:

- Executive Director, Provincial Operations;
- Director, Field Operations;
- Managers and staff of AEMA's Provincial Operations, Strategy and Systems Support, and Recovery branches;
- Command and General Staff of the PECC;
- Managers and staff of Government of Alberta partners (e.g. Communications and Public Engagement, AccessibleDocuments, Consequence Management Officers, Business Continuity Officers, etc.); and
- External stakeholder groups (e.g. industry partners and consultants, local authorities, First Nations, professional

associations, educational institutions, members of the public, etc.).

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Applied Degree	Education	Science	

If other, specify:

Educational Technology

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

Education and Training:

- This position requires 5 years of progressive instructional design related experience

This position requires knowledge of:

- Structuring educational programs to include both classroom-style and web-based courses;

- Provincial emergency management legislation, regulations, policies, and plans to help support internal andexternal stakeholders' compliance with mandated training requirements;
- Application of Analysis, Design, Development, Implementation, and Evaluation (ADDIE) instructional designsystem;
- Understanding of emerging issues, trends, practices, and research in emergency management to maintain rapport with AEMA's internal and external stakeholders by creating practical and relevant training products thatimprove emergency management practices and disaster resilience in Albertan communities;
- Managing curriculum development and instructional design processes to foster positive emergency managementtraining experiences on the user-end, by aligning AEMA's proprietary suite of training products with adulteducation best practices;
- Detailed working knowledge of current provincial plans, agreements, arrangements and procedures foremergency management;
- Working knowledge of national and international standards related to emergency management.
- Thorough knowledge of Alberta EM Standards; and
- Awareness and understanding of provincial capabilities and key vulnerabilities within emergency management.

This position requires skills in:

- Communicating professionally in oral and/or written form to support a wide range of deliverables including internal briefings, reports, presentations, and external-facing publications;
- Interpersonal relations to build and maintain AEMA's ongoing partnerships with key industry stakeholders;
- Microsoft 365 proficiency including the use of Word, PowerPoint, Excel, Outlook, and Teams to conduct day-today administrative and operational tasks;
- Assessing situations, making decisions, and taking action, even with limited certainty and impending risks, especially when supporting functions of the PECC;
- Hands-on experience in managing and customizing a LMS platform, creating and uploading course content,creating and delivering training programs, tracking the progress and performance of learners, and providingusers with technical assistance and training;
- A solid understanding of instructional design, e-learning technologies, and learning management systems, as wellas excellent communication and project management skills;
- Familiarity with video editing software;
- Must be an analytical thinker, able to provide recommendations on curriculum change resulting from reviewing performance data;
- Strong time management and decision making skills; and
- Ability to work independently in a professional manner and in accordance with Code of Conduct for the PublicService of Alberta.

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 • Supports organization vision and goals through strategy • Addresses behaviours that challenge progress 	Supporting the business unit’s vision through clearly issued intent, ensuring the ability to effectively plan and manage EM Education Unit project timelines and deliverables. This approach strengthens AEMA’s training development efforts across multiple business units within the agency.

Creative Problem Solving	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<p>Works in open teams to share ideas and process issues:</p> <ul style="list-style-type: none"> • Uses wide range of techniques to break down problems • Allows others to think creatively and voice ideas • Brings the right people together to solve issues • Identifies new solutions for the organization 	Through effective team leadership, encourage members to provide input on challenges facing the unit. Once problems are clearly defined, foster collaboration to develop solutions that not only strengthen the skills and capacity of direct reports but also expand the range of viable courses of action for resolving issues.
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 	In alignment with agency priorities, this role requires the ability to forecast upcoming projects based on objectives identified within the Provincial Operations Branch strategic planning cycles. Once projects are defined, ensure EM Ed Team meet the approved timelines established by TCS and that all goals and milestones are achieved in accordance with leadership intent.
Build Collaborative Environments	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<p>Involves a wide group of stakeholders when working on outcomes:</p> <ul style="list-style-type: none"> • Involves stakeholders and shares resources • Positively resolves conflict through coaching and facilitated discussion • Uses enthusiasm to motivate and guide others • Acknowledges and works with diverse perspectives for achieving outcomes 	Work collaboratively with internal business units and external departments to enhance the EM Education support provided to best serve EMTS. Through this collaboration with other units, stakeholders, and partners, EM curriculum development is strengthened by engaging subject matter experts whose specialized knowledge contributes to the continuous improvement of the Alberta Model of Incident Management.

Develop Self and Others	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	Encourages development and integration of emerging methods: <ul style="list-style-type: none"> • Shapes group learning for team development • Employs emerging methods towards goals • Creates a shared learning environment • Works with individuals to develop personal development plans 	Lead by example through daily engagement and mentorship of EM Education team members. This approach fosters a stronger understanding of issued instructions while enabling staff to develop in alignment with organizational intent. Ongoing mentorship also promotes awareness of individual team members' needs and creates the conditions necessary for their continued professional growth and development.
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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

ADM Name

Date yyyy-mm-dd

ADM Signature