

Update

Ministry

Describe: Basic Job Details**Position**

Position ID

Position Name (200 character maximum)

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:

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 Team Lead, EM Education, the Emergency Management Education Designer ensures training products align with modern curriculum development, instructional design, and adult learning best practices. This role supports the design, development, and continuous improvement of AEMA's emergency management training system.

Responsibilities

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

The Emergency Management Education Designer leads the design and development of a proprietary suite of applied emergency management training products that support local authority roles and responsibilities.

Key responsibilities include:

- Designing curricula grounded in clear learning outcomes, informed by legislation, field expertise, and contemporary emergency management research and practices;
- Developing, maintaining, and updating AEMA Training, Certification and Standards training materials to meet the diverse needs of stakeholders across classroom, virtual, and online learning environments;
- Identifying performance gaps and opportunities to strengthen and continuously improve emergency management training;
- Establishing and leading project advisory groups to ensure training development reflects industry expertise and stakeholder perspectives;
- Providing curriculum development and instructional design recommendations to support reports, correspondence, briefing materials, issue notes, and presentations; and
- Formalizing and advancing internal curriculum development and instructional design processes for application across emergency management training programs.

Secondary Duties Include:

During emergencies, this position also serves as a member of the staff in the Provincial Emergency Coordination Centre (PECC) or on field deployment in support of provincial emergency response efforts in conjunction with government ministries, local authorities, First Nations, and/or other related organizations.

- Assuming a PECC role or field assignment during an emergency to support the preparation for, prevention/mitigation of, response to, and recovery from emergencies in Alberta;
- Carrying out responsibilities and tasks in accordance with the Alberta Emergency Plan, Alberta Incident Management System, the Emergency Management Act, and its supporting regulation.

Problem Solving

Typical problems solved:

Remaining apprised of emergency management industry best practices, along with active engagement with EM practitioners, stakeholders, and local authorities, ensures that EM courseware is up to date, relevant,

and effectively supports communities through various delivery methods.

Types of guidance available for problem solving:

This position requires strong knowledge of AIMS, AIMPTS, EMTS, and AEMA procedures related to emergency management operations. It also relies on a solid understanding of national EM guidelines, provincial legislation, and internal guidance documents governing curriculum development and service delivery frameworks. In alignment with applicable emergency management legislation, this role supports mandated courseware development and progressive training delivered through EMTS, ensuring consistency with AIMS and effectively supporting practitioners operating within the provincial incident management framework.

Direct or indirect impacts of decisions:

Accurate EM curricula are essential in supporting EMTS and AIMS. Proper courseware development is vital to ensuring best practices are applied and that interoperable curricula are established as a key component in maintaining EM doctrine and AHJ standards. Without established processes to maintain and improve emergency management training within the province, communities could be placed at risk.

Key Relationships

Major stakeholders and purpose of interactions:

Internal:

- All AEMA staff, particularly within Provincial Operations.
- TCS Curriculum developers - provision of updates and reviews of ICS content provide advice and experience for the development of curriculum and exercises support.
- Other branches within PSES - share information; inform planning; represent AEMA and ministry programs and services.
- Other Ministries - provide advice and inputs based on departmental needs and EM program advancement; collaborate on common initiatives, collaborating with Alberta Wildfire Management Branch on instructor training and training standards.

External:

- International - Federal Emergency Management Agency (FEMA), Federal, Municipal, First Nations, Métis Settlement, industry and emergency management agencies and organizations.
- Provincial and Territorial Partners - Assistance with instructor development, instructor administration, training and instructional policies.
- Local Authorities / Communities - all levels of municipal government and First Nations councils including elected officials, CAOs and department heads, including the Director of Emergency Management (also includes the Métis Settlement equivalents).
- Professional associations - CIFFC, ICS Canada - Doctrinal support, national curriculum assessment, and trainer development advice.
- Industry Partners - Instructional development and doctrinal support.
- Fire services - Instructional development and doctrinal support.
- Law enforcement - Instructional development, doctrinal support, and application advice. Non-Governmental Organizations - Instructional development and doctrinal support

Required Education, Experience and Technical Competencies

Education Level

Bachelor's Degree (4 year)

Focus/Major

Education

2nd Major/Minor if applicable

Other

Designation

If other, specify:

Emergency Management

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

Additionally, a minimum of two years of progressively responsible, related experience (or equivalent) is required, including the ability to provide informed recommendations on curriculum development and instructional design best practices within the continually evolving field of emergency management.

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		
Build Collaborative Environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Involves a wide group of stakeholders when working on outcomes: <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 	This position is key in needing to be collaborative, given the number of EM practitioners within the province, this position benefits through active engagement and collaboration at all levels of government.
Develop Networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Makes working with a wide range of parties an imperative: <ul style="list-style-type: none"> • Creates impactful relationships with the right people • Ensures needs of varying groups are represented • Goes beyond to meet stakeholder needs • Ensures all needs are heard and understood 	Through active engagement with EM practitioners, PTA and neighbouring jurisdictions best practices along with areas of development can be reviewed through an established network of fellow EM professionals needed to provided input into course development-or amendment based on observed trends and successes.
Build Collaborative Environments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Collaborates across functional areas and proactively addresses conflict: <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 	The interaction with internal and external agencies, this position is the conduit in sharing concerns and changing best practices within the EM profession within AB. This collaboration identifies gaps in the EMTS and strengthens incident management practices through this

		conflict at the outset • Credits others and gets talent recognized • Promotes collaboration and commitment	two-way dialogue.
Agility	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	Proactively incorporates change into processes: • 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	In development of training courseware, this position understanding reasoning for existing policies and potential impacts on provincial practitioners should they be amended. This ability to forecast is essential as the EMTS continues to develop and change with changing industry practices.

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