



Curriculum Development and Co-ordination/Correspondence Teacher

Occupational Family/Code – Program Consultation and Instructional: CSE, ICT

Profile created: 1999 05

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Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Curriculum Development & Co-ordinator (often referred to as Educational Consultants) CSE:

Educational consultants provide advice and direction to Ministry of Education and regional office personnel and school boards regarding the implementation of curricula, policies and initiatives. They identify desirable educational outcomes and coordinate strategic change in the development and implementation of specific core curriculum specialty areas from kindergarten to grade 12 for the provincial school system. They coordinate curriculum needs assessments, and design and develop specific curriculum areas to ensure a comprehensive high quality program that is flexible, relevant and current for all Saskatchewan schools. They plan, develop and coordinate curriculum in-service to develop expertise and leadership in schools and school divisions. In addition, they provide advice and direction on provincial and national projects and initiatives.

Curriculum Development requires a teaching certificate as per LEADS Act.

Superintendents of Education CSE:

Superintendents of Education plan, evaluate and may approve educational funding and programs for students. They also coordinate educational programming, including consultation and staff development, among various stakeholders in the local community (e.g., school divisions, other government ministries, advocacy and interest groups). They evaluate and approve conditional ministry funding, alternative education programs, shared services plans, individual student personal program plan, and school division provision of support services, for School Divisions. They develop and deliver professional development for teachers and administrators to enhance the delivery of services and programming for students. They plan, coordinate and administer ministerial initiatives, programs and services at the regional and local level; submit, analyze and interpret data relevant to ministerial budget reviews; provide guidance and mediation in resolving disputes involving school division personnel, families and advocacy representatives; identify opportunities and develop strategies that will establish or expand collaborative interministerial and/or interagency initiatives.

Superintendents of Education requires a professional 'A' teaching certificate, one year of graduate study and two years teaching experience as per LEADS Act.

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Correspondence Teacher ICT:

Correspondence School Teachers are responsible for teaching and tutoring students by distance education methods, using delivery modes such as print, audio tape, videotape, on-line systems, and CD-ROM. The teaching responsibilities include counseling to encourage learning, developing enrichment and remedial materials, evaluating submitted assignments, setting and evaluating comprehensive examinations, determining final standings, and maintaining student records. Correspondence School Teachers are also responsible for designing, developing, and adapting instructional and evaluation materials for the actualization of the prescribed secondary curricula. They select the appropriate delivery modes to meet the needs of students. Other duties include participating in committees and pilot projects, both within the school and the ministry and with provincial and national educational stakeholders. As well, they train and oversee the work of fee-for-service teachers.

Correspondence Teachers require a teaching certificate as per Teacher's Certification & Classification Regulations and Education Act.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of educational acts and regulations. **(Bring/Learn)**
 - Knowledge of ministry policies and procedures. **(Learn)**
 - Knowledge of the legislation, regulations, policies and procedures of other ministries. **(Learn)**
 - Knowledge of research techniques, methodologies and ethics. **(Bring)**
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Theories/Principles

- Knowledge of educational principles and preferred practices. **(Bring)**
- Knowledge of curriculum development and implementation processes. **(Bring/Learn)**
- Knowledge of principles, goals, initiatives, and components of Core Curriculum. **(Bring)**
- Knowledge of clientele, educational community/constituencies, and special interest groups. **(Bring)**
- Knowledge of areas of specialty. **(Bring)**
- Knowledge of educational partnerships. **(Learn)**
- Knowledge of instructional methods, techniques and approaches. **(Bring)**
- Knowledge of theories and practice of assessment. **(Bring)**
- Knowledge of change theory and its implications for human and organizational behaviour. **(Bring/Learn)**



- Knowledge of learning theories. **(Bring)**
 - Knowledge of cultural diversity. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
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Technical

- Knowledge of computer technology, applications and databases. **(Bring/Learn)**

Knowledge of print and non-print resource development methods/materials. **(Bring/Learn)**



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to write a range of internal and public documents such as curriculum documents, instructional materials, policy and procedure and training manuals, correspondence, minutes, briefing notes, memoranda of understanding, Orders-in-Council, contracts, clearly and concisely for a variety of audiences. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, assertive, diplomatic, responsive...

- Ability to develop and deliver a range of presentations on educational topics using a variety of formats and techniques appropriate for the audience. **(Bring)**

Personal attributes which may link with this skill statement include: enthusiastic, diplomatic, assertive, educational leader, responsive...

- Ability to fluently speak and/or read and write in French, Aboriginal or Heritage languages. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, consistent, educational leader, responsive...

Leadership

- Ability to plan, co-ordinate and facilitate meetings, projects, workshops or conferences, engaging participants to achieve desired outcomes. **(Bring)**

Personal attributes which may link with this skill statement include: enthusiastic, assertive, self-directed, flexible, reliable/committed...



- Ability to guide, coach, instruct and motivate individuals and groups (staff, students and/or educators) to enhance their knowledge, skills and attitudes and to foster the development of a culture of life-long learning. **(Bring)**

Personal attributes which may link with this skill statement include: enthusiastic, consistent, diplomatic, educational leader, team player, trustworthy...

- Ability to recruit, select, train and/or monitor personnel to ensure compliance with pre-established expectations, responsibilities and standards of work performance. **(Learn)**

Personal attributes which may link with this skill statement include: enthusiastic, diplomatic, assertive, educational leader, team player, trustworthy...

- Ability to engage in strategic planning activities that articulate vision, goals, resources, processes and outcomes. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: enthusiastic, reflective, creative, risk taker, educational leader, team player, responsive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify solutions to complex problems and recommend strategies or make decisions to address issues and concerns within a context of available resources, stringent timelines, divergent perspectives and/or opposing viewpoints. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, assertive, risk taker, flexible, responsive...



- Ability to negotiate and mediate to achieve compromise or resolve conflict in situations that may be highly contentious or controversial, such as, delivery of services to students, issues of educational partners, special interest groups and reference committees, intra/inter-ministerial, inter-provincial, national initiatives and projects. **(Bring)**

Personal attributes which may link with this skill statement include: creative, diplomatic, assertive, educational leader, flexible...

- Ability to negotiate and prepare contracts to meet the needs of interested parties, and administer and monitor these contracts to ensure the terms of the agreements are met. **(Learn)**

Personal attributes which may link with this skill statement include: creative, consistent, diplomatic, assertive, analytical...

- Ability to conceptualize, design/develop innovative and educationally sound materials, programs and special initiatives to meet the evolving needs of the educational community. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, educational leader, self-directed, analytical, responsive...

Interpersonal

- Ability to liaise and/or collaborate with the public, organizations, agencies, other ministries, branches, and ministry staff to obtain, exchange and confirm information and/or to make informed decisions that reflect educational goals and perspectives. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, diplomatic, risk taker, assertive, educational leader, flexible, responsive...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Organizational

- Ability to organize and manage multiple projects taking into consideration conflicting and changing priorities in order to meet deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: self-directed, team player, flexible, reliable/committed...

Analytical

- Ability to research, identify, evaluate and select resources from a variety of sources to develop and support curriculum documents, instructional materials and a variety of other documents and/or presentations. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, educational leader, self-directed, analytical, reliable/committed...



- Ability to identify and critically examine various components of complex issues, problems, trends and/or needs within the context of (appropriate) timelines, divergent perspectives, public needs, ministerial and educational goals. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, self-directed, analytical...

- Ability to synthesize information and ideas from a variety of sources in order to develop educational resources and/or programs such as in-service plans, instructional materials, curriculum documents and evaluation criteria, to meet specific objectives. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, self-directed, analytical, reliable/committed...

- Ability to interpret and apply relevant federal, provincial statutes/regulations, policies, procedures, agreements and contracts relating to ministerial and educational goals. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, analytical, self-directed...

- Ability to anticipate emerging trends, issues and needs and their implications for policy and program development and informed decision making. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, risk taker, analytical, responsive...

Technical

- Ability to design new or adapt existing computer/technological applications and maintain them, to respond to educational needs and initiatives, taking into account design alternatives and ministry resources. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, self-directed, analytical, reliable/committed, responsive...



- Ability to input, edit, update, retrieve and format information accurately, using various software packages and applications. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: consistent, self-directed, reliable/committed...

- Ability to effectively use presentation software (such as PowerPoint, Corel, Presentation, Hyperstudio) and equipment such as LCD panels or data projectors. **(Learn)**

Personal attributes which may link with this skill statement include: creative, self-directed, analytical, flexible, trustworthy...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Curriculum Development & Co-ordinator/ Correspondence Teachers include:

To Be...

- enthusiastic (to look forward to the next challenge; to be optimistic)
- reflective (to recognize own strengths and weaknesses; to reflect on personal success, ways of learning/working)
- creative (to be a believer, dreamer, creative, innovative, and a critical thinker)
- consistent (to present information consistently)
- diplomatic (to be sensitive, tactful, empathetic, approachable, courteous)
- risk taker (willingness to try something new)
- optimistic (to be congenial, with a sense of humour)
- assertive (to be self-confident, proactive, convincing, influencing, and provides clarity and exhibits conviction)
- respectful
- objective
- equitable
- flexible
- welcoming
- educational leader (to be self-confident, open minded, proactive and an advocate)
- self-directed (to be autonomous/independent)
- analytical (to be logical attentive to detail; to see parts of whole)
- team player (to be co-operative, congenial, open)
- open/accepting (to be patient, understanding to tolerate ambiguity)
- flexible (to be able to adapt to change, and cope with multiple roles/tasks/projects/expectations/ demanding workload)
- reliable/committed (to be hard-working, responsible, conscientious and punctual)
- trustworthy (to be honest, discreet)
- responsive (to be helpful, friendly and prompt)
- accommodate individual differences
- understanding
- supportive
- empathetic
- open-minded