

New

Ministry

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Requested 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

Job Purpose and Organizational Context

Why the job exists:

Reporting to the Manager, Indigenous Initiatives in the Engagement and Student Supports Branch, the Indigenous Education Policy Advisor leads in developing plans for agreements, policies and programs directed at ensuring the Indigenous adult learner community is supported. The role presents recommendations and options to support the community, focusing on integration and prioritization of programs, policies and initiatives that support Indigenous adult learner needs. The position fosters and champions a collaborative approach with the Indigenous community to improve education outcomes and increase capacity to participate in developing long-term solutions and approaches. This position is responsible for undertaking qualitative and quantitative research that supports the department's programs and policies relating to Indigenous student success; this includes application of assurance methods to ensure performance metrics are met. Responsibilities also include supporting on community engagement, development of operational guidelines and drafting communication in regards to educational material, correspondence, ministry briefings and reporting.

This role acts as a focused policy consultant for the department, Indigenous education providers, and other Government of Alberta departments related to the indigenous post-secondary education community. This role ensures that Advanced Education is actively furthering vital work with the Indigenous education community and provides dedicated support for Indigenous education providers.

Responsibilities

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

Develop strategic and operational policy and programs related to Indigenous adult learners.

- Takes a lead role the policy development process, including issues identification, research and analysis, consultation/engagement, options development, decision making, implementation, and evaluation.
- Plans, designs and schedules work to meet the requirements of internal stakeholders and Indigenous education stakeholders, Branch and Department leadership, and the Business Plan.
- Identifies and evaluates complex and sensitive issues, in a creative and thoughtful manner.
- Identify gaps, opportunities, and emerging considerations related to the broader scope of Indigenous learners in the post-secondary education system. Building on the identification of these gaps, work with the appropriate Advanced Education branches and other ministries to address.
- Draft program and policy documents for the Ministry, in partnership with the Indigenous Education Initiatives team and other members of the department as required (Policy Development and Coordination branch, for example).
- Develop briefings, emails and other documents related to the development of programs, policies, and legislation in a timely and appropriate manner.

Provide subject matter expertise on Indigenous initiatives and the adult learning system.

- Maintain an understanding and knowledge base of Indigenous history and actions, including the United Nations Declaration on the Rights of Indigenous Peoples, and the Truth and Reconciliation Commission of Canada Calls to Action.
- Research, analyze and share data on information and trends related to post-secondary education and the Indigenous learner community.
- Develop materials for the Council of Ministers of Education Canada (CMEC) Indigenous education subject matter committee.
- At the request of the Manager, sit on various departmental and cross-ministry committees where subject mater expertise is required.
- Develop briefing materials related to membership on these committees, flagging any issues and providing advice and recommendations to senior Ministry representatives.
- Raise awareness within the department about opportunities and emerging issues relating to best practices in Indigenous education and policy, using a cross-jurisdictional and best-practices perspective.

Provide a dedicated window to Advanced Education for Indigenous education providers through targeted and intentional relationship building.

- Build and maintain relationships to achieve departmental goals by strengthening linkages between the ministry and First Nations Colleges, community leaders, Indigenous rights holders, and Elders.
- Regularly communicate with Indigenous communities and Indigenous education stakeholders at appropriate levels of seniority, and facilitate regular meetings with senior Ministry officials as required.
- Design innovative, culturally-sensitive tools to facilitate Indigenous post-secondary engagement in multiple platforms and venues.
- Provide advice and recommendations to senior Ministry representatives related to strategic decisions regarding Indigenous education stakeholders and the post-secondary learning system, as a result of this dedicated engagement.
- Raise awareness within the department about opportunities and emerging issues relating to best practices in Indigenous education and policy, using a cross-jurisdictional and best-practices perspective.

Manage grants to positively affect adult Indigenous learning and literacy outcomes through leadership and support on existing grant programs.

- Encourage information flow of relevant grant programs through developing strong connections with relevant Indigenous education stakeholders and Indigenous rights holders.
- Support the development of grants allocated to different Indigenous education stakeholders.

- Support administration of the First Nations College (FNC) Grant, the Indigenous Post-secondary Mental Health Grant, the Community Adult Learning Program (CALP), and Indigenous Initiatives Funding (IIF).
- Work with Indigenous education stakeholders to build capacity on completion of grant proposals.
- Support the Manager in reviewing proposals, with the Finance team, and prepare recommendations for funding to the Director.
- Prepare briefing materials related to funding requests and grant programs.

Ensure the Manager is supported in achieving the mandate, goals, and operations of the Stakeholder Engagement and Student Supports branch.

- Provide subject matter expertise to the branch and ministry on Indigenous learning, and related challenges and opportunities.
- Develop briefing papers, action request responses and draft correspondence for the Minister and other senior Ministry representatives in a timely and appropriate manner.
- Establish, maintain and model strong communication and working relationships with internal and external clients, stakeholders and partners to ensure timely and accurate flow of information between the Ministry, Indigenous education stakeholders, and Indigenous communities.
- Monitor and analyses briefings, reports, news releases, newspaper articles, media coverage, and other publications and information sources to identify emerging issues with potential to impact the branch.

Problem Solving

Typical problems solved:

Problems solved are complex and delicate. This requires operational expertise of the Ministry and contextual awareness of Indigenous adult learners. Key questions include:
 How can Advanced Education best liaise and work with First Nations Colleges and Indigenous education communities, for the long term?
 How are the unique needs of each First Nations College represented and supported by Advanced Education?
 How can culturally sensitive programming be better integrated into the post-secondary learning environment?
 How can Indigenous perspectives, representing each community, language and history, be incorporated through initiatives into post-secondary institutions?
 What unique supports should be made available for Indigenous adult learners in Alberta?

Decisions made by the Indigenous Education Policy Advisor will include:

- Recommendations for programming and policy directions with the Indigenous learning community, and at which levels of the organization
- Determination of recommended priorities for Indigenous learners, based on established guidance (to be submitted to the Manager)
- Providing recommendations for grant funding, and the establishment of new grant programs
- When, how, and who to engage with in the Indigenous community both informally (regularly) and formally

Types of guidance available for problem solving:

Guidance is available in the form of existing strategy documents and legislation, including: Alberta 2030: Building Skills for Jobs; budgetary commitments (including Alberta at Work [Budget 2022]); the Post-Secondary Learning Act; the Alberta Anti-Racism Action Plan; the Truth and Reconciliation Commission of Canada Calls to Action; and the United Nations Declaration on the Rights of Indigenous Peoples. Guidance can also be sought from department colleagues and subject matter experts. Foundational guidance is also available through contemporary Indigenous literature and social commentaries, as well as through conversations with members of the Indigenous education stakeholder community, Indigenous knowledge-holders, Elders and community members.

Within this framework, the Indigenous Education Policy Advisor must interpret applicable policies, knowledge of the community and the program in each situation to determine how best to proceed. Tact,

diplomacy and respect are essential. The Manager and Director can also provide support for more complex situations.

Direct or indirect impacts of decisions:

Decisions made by the Indigenous Education Policy Advisor directly impacts the Indigenous education community, by:

- playing an integral role in the development of partnerships between the ministry and First Nations Colleges and other Indigenous education stakeholders to increase Indigenous participation rates in adult learning
- providing recommendations related to Indigenous education stakeholders for new/revised policy and programming, and assist with identifying priorities for grant funding each year.
- informing Advanced Education about the broader Indigenous learner landscape.

The Stakeholder Engagement team is directly impacted by the Indigenous Education Policy Advisor through:

- regular insights regarding Indigenous learners, and subsequent monitoring of existing programs and policies targeted at this audience.
- regular cross-jurisdictional scanning and knowledge building.

Through the work of the Indigenous Education Policy Advisor, the Government of Alberta:

- receives assurance that grant funds are allocated and used to further goals to improve Indigenous participation in learning, which in turn impacts their participation in Alberta's economy.
- gains valuable relationships with Indigenous adult learning providers

Key Relationships

Major stakeholders and purpose of interactions:

Internal

Stakeholder Engagement Unit staff

- Provide advice and recommendations/updates to the Manager and subsequently to other senior leaders; share information; provide advice and support to branch staff on various Indigenous education matters
- Staff in other branches across ministry (e.g., Post-Secondary Oversight and Accountability, Policy Development and Coordination)
- Share information regarding the administration of grants; collaborate on proposal review teams; consult regarding programs and priorities for program funding; consult and share information on Indigenous post-secondary matters and issues.

Other ministries (e.g., Education and Childcare, Indigenous Relations)

- Participate on working groups and committees; share information; consult on potential programs and policies, provide support on various Indigenous post-secondary education matters

External

Indigenous colleges' Senior leadership and other Indigenous education stakeholders

- Provide a dedicated window for communication with Advanced Education; provide support for grant proposal submissions and monitoring of grant use of funds; share information related to funding; develop relationships with Indigenous education stakeholders

Representatives from other governments (e.g., CMEC, and the federal government)

- Participate on working groups; share information; collaborate on joint initiatives

Regional Indigenous Organizations (e.g., Otipemisiwak Métis Government, Treaties 6, 7 and 8, Metis Settlements General Council)

- Manage grant funding provided; consult regarding adult learning needs; provide briefings in support of planning meetings

Required Education, Experience and Technical Competencies

Education Level

Bachelor's Degree (4 year)

Focus/Major

Other

2nd Major/Minor if applicable

Designation

If other, specify:

Native Studies, Anthropology, Sociology, Political Science, Public Policy or other social science.

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

- Comprehensive knowledge of and demonstrated experience with Indigenous culture, traditions, protocols and communities in Alberta
- Extensive knowledge of and experience working with Indigenous communities and organizations
- Understanding of Indigenous education including; social, economic, and jurisdiction issues that impact participation in education
- Experience working in a post-secondary environment; knowledge of adult learning concepts, principles and practices, and needs of under-represented learners
- Excellent communication skills with a variety of audiences to facilitate and foster collaboration amongst Indigenous people and the Government of Alberta, including a broad range of problem solving skills
- Project management skills to monitor programs that have received grants

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Takes a long-term view towards organization's objectives and how to achieve them:</p> <ul style="list-style-type: none"> • Takes holistic long-term view of challenges and opportunities • Anticipates outcomes and potential impacts, seeks stakeholder perspectives • Works towards actions and plans aligned with APS values • Works with others to identify areas for collaboration 	<p>This position balances detailed and big picture thinking. The incumbent needs to think about and raise awareness to relevant issues and trends that are emerging in the Indigenous education space, in the context of post-secondary education. Each Indigenous education stakeholder is unique, and so the scope of issues can be very broad and diverse. The Indigenous Education Policy Advisor must balance relationships with the community, while considering overarching priorities and goals of the ministry and promote alignment.</p>
Develop Networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<p>Builds trust to fairly represent every party:</p> <ul style="list-style-type: none"> • Uses network to identify opportunities • Establishes credibility and common purpose with a range of people • Actively represents needs and varying groups • Creates strategic 	<p>The challenges faced by Indigenous education stakeholders may impact their experiences in working with Advanced Education. This requires an understanding of, and sensitivity to, those challenges in order to support them while being</p>

		impression by inspiring and connecting with values and beliefs	objective and fair to the broader adult learning system and the mandate and goals of Advanced Education. Some considerations have a long associated history and are politically sensitive, which must be respected.
Creative Problem Solving	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	Engages the community and resources at hand to address issues: <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 	The Indigenous Education Policy Advisor must be an active listener, and bring together Indigenous education stakeholders to assess ideas. They much have an aptitude for problem solving and decision-making, as well as mature judgement, tact and diplomacy.
Drive for Results	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	Works to remove barriers to outcomes, sticking to principles: <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 	Despite working in a space that is reliant on others to move towards common goals, the Indigenous Education Policy Advisor needs to balance the requirements of the organization with their external relationships. Effective preparation and anticipation of barriers is key in order to ensure that projects are completed in a timely, thorough manner.

Benchmarks

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

Policy Advisor (Seniors and Housing)
4-H Marketing and Communications Specialist (Agriculture and Forestry)