

Update

Ministry

Education

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Professional Learning Lead

Current Class

Job Focus

Supervisory Level

00 - No Supervision

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

2025-05-01

Responsibilities Added:

- Position title was changed to more clearly reflect the primary purpose of this role to support professional learning for teachers/teacher leaders that align with Kindergarten to Grade 12 curriculum, career education programming and other priorities identified by the department.

- Added responsibility #3 related to contributing to professional learning and implementation by developing a professional learning strategy and associated project plans, and by providing advice to leadership regarding risks and benefits of department actions.

- Added responsibilities #4 and #5 related to contributing to effective branch operations and responding to Action Requests to align with the common Education 1 job description approved for the division.

Responsibilities Removed:

None

Job Purpose and Organizational Context

Why the job exists:

Reporting to the Manager, Program Implementation, this position supports the field as they pilot and implement career education programming and Kindergarten to Grade 12 curriculum by working with internal and external stakeholders to develop and apply strategies for professional learning related to career education initiatives and new curriculum.

The Professional Learning Lead ensures that professional learning strategies are inclusive, feasible and effective, as well as forward looking and reflective of innovative approaches for K-12 education. The position develops strategies using up-to-date theory and research and thorough engagement with the Ministry's internal and external stakeholders. A significant part of the Lead's work is to consult with ministry staff and stakeholders, including teachers, school authorities, post-secondary teacher preparation institutions, the Alberta Professional Learning Consortium, and other professional learning providers.

The Professional Learning Lead provides leadership, support, direction, and consultation to staff supporting career education initiatives, classroom piloting and implementation supports. As a member of the implementation and engagement team, this position assists in implementing the new Kindergarten to Grade 12 curriculum and career education programming and facilitates changes in program direction. The position provides advice and recommendations to the Manager, Implementation, informed by a solid understanding of education stakeholders, ministry priorities, and foundational guiding documents.

The Professional Learning Lead represents Implementation and Engagement Branch in the education community, liaises with various stakeholder groups and may be required to resolve complex issues in a variety of situations.

Responsibilities

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

1. Lead the design, development and refinement of professional learning strategies for career education, classroom piloting and implementation of the K-12 curriculum by:
 - anticipating the requirements of current and future work to ensure the design, development and execution of provincial classroom piloting and curriculum implementation improvement strategies are informed by theory, research, effective practices, existing resources and input from professional learning providers
 - seeking input from internal stakeholders including division staff as well as Program and System Supports and System Excellence divisions to determine needs and priorities
 - interacting with school authorities (superintendents, principals, teachers), parents, post-secondary teacher preparation institutions, professional learning providers, First Nations, Métis and Inuit and Francophone communities, and other education partners to inform decisions on the design and development of coordinated professional learning strategies for career education and curriculum implementation
 - ensuring professional learning strategies effectively tap into and innovatively use existing resources and build system capacity
2. Contribute to professional learning and implementation by:
 - leading team input on emerging issues and in providing advice regarding content, development processes and planning of the professional learning strategy through development of analyses, business cases and briefing notes to assist decision-making processes
 - developing and managing detailed project plans using appropriate project management processes to manage emerging issues, coordinate and lead the project plans associated with career education, classroom piloting and implementation project plans
 - supporting partners in understanding implications for career education and curriculum implementation in order to influence, identify and incorporate systemic improvements into planning

- staying abreast of system changes proposed or implemented by other parts of the ministry to advise management of benefits and risks and then working with colleagues and education stakeholders to plan for, develop and execute relevant supports and professional learning to minimize the impact of system changes.
3. Lead the development and delivery of professional learning for the system to support career education, classroom piloting and implementation of curriculum by
- designing, where appropriate, new programs, structures, products and processes to enhance system capacity to support classroom piloting, implementation, and career education.
 - monitoring trends, risks and opportunities for building system capacity through a variety of formal and informal data collection mechanisms to inform areas for professional learning opportunities and information supports
 - collaborating with internal and external partners to ensure system needs are effectively addressed through capacity building mechanisms
 - providing leadership in the delivery of a coordinated approach to system capacity development
 - ensuring consistent application of the vision, guidelines, considerations, and features identified in The Guiding Framework
4. Contribute to effective branch operations by:
- ensuring outcomes are delivered in accordance with business and operational plans
 - leading and effectively supporting team operations, including providing guidance to interchange participants and managing contracts/grants, as assigned
 - leading the team in decision making regarding content, development processes, research, and planning
 - providing advice and recommendations on emerging issues, opportunities, and challenges
 - developing analyses, business cases, and briefing notes to assist with decision-making processes
 - developing and leading detailed project plans
 - designing and delivering professional learning for internal and external stakeholders to support.
5. Respond to a high number of information requests by
- studying the nature and intricacies of the request
 - researching all the issues
 - deciding on key considerations and recommendations
 - preparing a department response, including briefing materials, appropriate support materials, and correspondence

Problem Solving

Typical problems solved:

The Professional Learning Lead will lead the development of the provincial implementation professional learning strategy and utilize best practices and data to inform improvements that may be necessary to support subsequent grade groupings in the piloting or implementation of curriculum. In doing so, the Professional Learning Lead will be expected to navigate:

- Difficult engagements/ consultations with education partners including classroom piloting teachers involved in the process.

- Ongoing professional learning and informational needs of teachers who are piloting and implementing curriculum.
- Stakeholder feedback and determining the process to integrate feedback in the next iteration of curriculum across all grades and subjects.

The Professional Learning Lead provides strong project management skills, guidance, vision, and mentorship to their team.

Leadership and diplomacy are required to promote understanding and consensus among parties with multiple perspectives, interests, and priorities.

The Professional Learning Lead must have excellent interpersonal skills, including a demonstrated ability to establish and maintain effective working relationships and networks with internal and external stakeholders, and partners.

The Professional Learning Lead must have a strong ability to identify emergent issues to develop strategies to deal with identified risks and issues, ensuring a positive outcome for the department, partners, stakeholders, and students.

Flexibility, responsiveness, and ability to collaborate are key attributes required for effective coordination, organization, and leadership in this position.

The skills of negotiation, compromise, and consensus building among parties with multiple perspectives, interests, and priorities (e.g., post-secondary institutions, business and industry, schools, communities, and government) are required when developing and implementing curriculum and curriculum supports.

Types of guidance available for problem solving:

The Professional Learning Lead receives support and guidance from the Manager, Program Implementation and colleagues within the branch.

The Professional Learning Lead works within a broad framework of policies including:

- School Act, Funding Manual, and Guide to Education, ECS to Grade 12
- Ministerial Order on Student Learning: Goals and Standards Applicable to the Provision of Education in Alberta;
- The Guiding Framework for the Design and Development of Future Kindergarten to Grade 12 Provincial Curriculum (2020)
- Freedom of Information and Protection of Privacy Act (FOIPP)
- Applicable department policies and curriculum development standards, guidelines and processes.
- Department goals and policies that relate to provincial curriculum development and implementation
- Structures and policies of school authorities regarding provincial curriculum implementation
- Administrative structures and contact persons for school authorities, teacher organizations, post-secondary teacher preparation institutions, professional learning providers, and business and community partners.

Direct or indirect impacts of decisions:

This position impacts programming for schools K-12; thousands of teachers and students - not only in initial implementation, but how implementation of programs is supported for years to come.

Key Relationships

Major stakeholders and purpose of interactions:

Assistant Deputy Minister, Executive Director, Director: Provide briefings, advice and recommendations

Manager: Work closely with the manager to determine and respond to stakeholder and program needs resulting from implementation of new curriculum and continuous improvement processes. Provide recommendations and advice. Collaborate on projects and initiatives

Branch staff and interchange participants: Mentor, guide, develop and lead in order to plan, manage workload and priorities, coordinate operational requirements and initiatives

Division and ministry staff: Share information and maintain effective working relationships in order to understand and incorporate multiple perspectives into priority work, contribute to various departmental priorities as appropriate, provide recommendations and advice, and exchange information

Service providers: Increase awareness of implementation processes

School authority representatives: Establish collaborative working relationships to enable their input on the development of implementation processes

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)	Education		

If other, specify:

Degree in Education or Public Administration

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

This position requires expert knowledge of

- curriculum development models
- current and formative research regarding trends in curriculum development and career education
- professional learning and curriculum implementation models and engagement practices, including a thorough understanding of its philosophy, history, and current and formative research
- the theory, principles, and practices in professional learning, curriculum implementation and stakeholder engagement to ensure high-quality, research-informed curriculum implementation and development
- organizational culture and leadership theory
- change management and policy implementation
- department goals and policies that relate to curriculum development, professional learning, and implementation
- structures and policies of school authorities with respect to provincial accountability systems
- the broad framework of department policies to manage the curriculum development and implementation process

The position works within a broad framework of policies, including

- *Education Act*, the *Funding Manual*, and *The Guide to Education, K-12*
- *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*
- Ministerial Order on Student Learning
- *Access to Information Act* and *Protection of Privacy Act* (formerly "FOIPP")
- Applicable department policies and curriculum development standards, guidelines, and processes

Assets

- understanding of research on the principles of 21st century learning and the implications for curriculum development
- excellent research, communication (oral, written, information literacy), and interpersonal skills
- sound project management and organizational skills, and the ability to work independently and

collaboratively in a team environment

- initiative, agility, and strong problem-solving skills
- fluency in both French and English is considered a strong asset
- understanding of First Nations, Métis, and Inuit culture and communities is considered a strong asset

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		
Drive for Results	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Works to exceed goals and partner with others to achieve objectives:</p> <ul style="list-style-type: none"> • Plans based on past experience • Holds self and others responsible for results • Partners with groups to achieve outcomes • Aims to exceed expectations 	<p>Attention to tight timelines as well as the development of content in alignment with provincial and national jurisdictions. This position requires ability to revise and assess readiness of the work. This position is required to work with multiple teams within the division and department, and also with external stakeholders to achieve results.</p>
Build Collaborative Environments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Facilitates open communication and leverages team skill:</p> <ul style="list-style-type: none"> • Leverages skills and knowledge of others • Genuinely values and learns from others • Facilitates open and respectful conflict resolution • Recognizes and appreciates others 	<p>Frequent communication with various internal and external stakeholders. Actively listen and apply information to refine supports and professional learning content/delivery. Manage feedback effectively to address concerns and build trust.</p>
Agility	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Works in a changing environment and takes initiative to change:</p> <ul style="list-style-type: none"> • Takes opportunities to improve work processes • Anticipates and adjusts behaviour to change • Remains optimistic, calm and composed in stressful situations • Seeks advice and support to change appropriately • Works creatively within guidelines 	<p>Changing timelines and priorities require a strong ability to work with agility. Modeling positivity and optimism is critical to keep teams motivated and engaged. Opportunities to challenge the system will encourage teams to apply creativity within work guidelines.</p>

Develop Networks	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Works on maintaining close relations with all stakeholders:</p> <ul style="list-style-type: none"> • Identifies key stakeholder relationships • Has contact with range of interested parties • Actively incorporates needs of a broader group • Influences others through communication techniques 	<p>Ability to consider and apply stakeholder feedback. Knowing how to access appropriate staff to problem-solve and consider other perspectives. Being able to anticipate stakeholder values and expectations.</p>
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