

Update

Ministry

Education and Childcare

Describe: Basic Job Details

Position

Position ID

Position Name (200 character maximum)

Manager, Research and Policy

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:

None.

Responsibilities Removed:

None.

Job Purpose and Organizational Context

Why the job exists:

The Education Supports Sector provides policy direction, approves funding, provides school accreditation services, administers programs and builds system capacity that promotes an inclusive education system for children and students. All work is guided by Alberta Education and Childcare's core values of respect, integrity, accountability and excellence.

System Support and Policy provides the ministry and school authorities with guidance and interpretation of policies for which the sector is responsible such as Inclusive Education Policy and Standards.

The Manager, Research and Policy is a key member of a team that supports government and department Business Plan and goals by working collaboratively with staff in all Program and System Support Division branches, and other branches, sectors, divisions and ministries, and educational stakeholders. Specific duties and tasks are assigned by the Director, System Support and Policy (Director) and all work is guided by Alberta Education and Childcare's core values of respect, integrity, accountability and excellence. The Manager provides comprehensive and diverse services to internal and external stakeholders, school authorities and the public. The Manager leads a team of staff that are accountable for assisting with the development, interpretation and implementation of education-related legislation, regulations and policies and Ministry programs and initiatives for Early Childhood Services (ECS) to Grade12.

In addition to reviewing provincial programs and policies and ensuring compliance with applicable legislation, regulations, policies and standards, this position initiates and recommends improvements in services to children and students. The Manager also supports the implementation of the government's plan for education. This position is responsible for providing an integrated and coordinated sector approach on policy directions that have implications for the branch, sector and ministry work priorities.

Reporting to the Director, this position functions within the parameters of applicable government and Ministry legislation, regulations, policies, directives and procedures.

Responsibilities

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

Within the context of Program and System Supports Division's purpose and core functions and in support of government's strategic plan, the department's vision, mission, and business plan, the Manager, is responsible for the following activities.

1. Education-related legislation, policies, programs and initiatives are designed, implemented or delivered to address and/or support ministry priorities, sector mandates and assist school authorities in providing quality learning environments for children and students.

Activities:

- Provide leadership and support in the development of education-related policies and legislation by providing policy guidance and interpretation, review, issue analysis, research and options development on complex policy issues within the sector's accountabilities, to support and align with ministry goals and priorities.
- Leads and supports implementation and delivery of department legislation, policies, programs and initiatives through provision of consultation, interpretation, advice, subject-matter expertise and other services to relevant department program areas, cross-ministry areas and applicable school authorities and stakeholders.
- Coordinates research and analysis activities to support current and emerging policy issues, including establishing environmental and cross-jurisdictional scanning, research and data analysis processes, to identify and analyze emerging issues and trends that may affect ministry issues and priorities.
- Supports and participates in varied forms of collaborative processes within Program and System Support division to enhance communication, relationships, and efficiency of operations.
- Reviews and recommends revisions to provincial policies, regulations and standards.

2. A service excellence framework for the delivery of services to clients and stakeholders within the

province is supported and continually enhanced.

Activities:

- Builds collaborative and consultative relationships and partnerships with sector, division, Ministry and government representatives, community agencies, stakeholders and partners and collaborative processes to enhance communication, relationships and efficiency of operations and build leadership capacity.
- Collaborates with Directors of Field Services Zones, First Nations, Métis and Inuit Education Directorate, other Program and System Support branches, other Education branches, sectors and divisions, and key stakeholders to develop policy and procedures that are responsive to the needs of clients and stakeholders.
- Establishes and maintains strong communication and working relationships with key ministry partners, clients, and stakeholders to ensure timely and accurate information flow between the Ministry and school authorities, identification of issues, and provision of high quality service delivery.
- Consistently demonstrates leadership, communication, collaboration, and teamwork behaviours with clients, stakeholders, team members and staff from other ministries relating to Ministry and government initiatives and projects, integration of programs and service delivery for children, and enhanced accountability.

3. Senior and executive leadership are informed and provided with sound options and recommendations on a variety of education issues, particularly related to supporting vulnerable students.

Activities:

- Researches issues, develops and coordinates briefings, initiative status reports, action requests responses, and draft correspondence for the Minister and other senior Ministry representatives in a timely and appropriate manner.
- Gathers input from stakeholders within and outside the ministry on key trends, issues, gaps and priorities that pertaining to sector mandates.
- Keeps the Director abreast of emergent issues and concerns, provides advice on issues with implications for the sector and department and timely and effective responses.
- Maintains current knowledge in educational policy and research to support senior sector representatives with continual development and enhancement of service excellence framework.

4. Briefing papers, activity status reports, action requests responses, and draft correspondence for the Minister and other senior Ministry representatives are prepared in a timely and appropriate manner; advice is provided to the Director for issues with implications for the sector and department.

Activities:

- Maintains current knowledge and awareness of current issues in order to provide accurate and timely information.
- Collaborates with other Education branches, sectors and divisions, including Department Communications to ensure relevant considerations and key messages are included.

5. The branch and sector management teams are provided with active support and contributions, including contributing to the development, implementation and evaluation of operational plans and the development and maintenance of a shared vision for the branch and sector that defines purpose, outcomes, results and measures in relation to Alberta Education's values and principles.

Activities:

- Contributes to the development and maintenance of a shared vision that defines branch purpose, outcomes, results and measures in the context of Alberta Education's values and principles.
- Demonstrates leadership, communication, collaboration, and teamwork behaviours with staff, clients, and stakeholders.

6. The work of professional and administrative staff in the unit are managed and coordinated to support priorities, current and emerging initiatives and ensure quality service delivery.

Activities:

- Creates and contributes to maintaining a respectful workplace and high-performing work unit.
 - Oversees the work of unit staff with diverse policy, research and program planning backgrounds.
- Supervises, coaches and mentors staff to facilitate employee engagement and support staff professional

development.

- Manages contracts and external consultants/vendors, where required, including overseeing the RFP process, monitoring contract terms and conditions, and evaluating deliverables.

Problem Solving

Typical problems solved:

The Manager works within the parameters of established Ministry and Government legislation, policies, directives, and business plans. In addition to legislation and other guidelines that set parameters and expectations for the work of this position, the Manager assesses information from school authorities, educational stakeholders (e.g., the Alberta Teachers' Association; the Alberta School Boards Association, Association of Independent Schools and Colleges of Alberta; etc.) and other related Government of Alberta Ministries (e.g., Primary and Preventative Health Services, Children and Family Services, Assisted Living and Social Services) for assistance in problem-solving.

The foundation of effective problem-solving by the Manager relies on the development of relationships between involved participants based on trust, integrity, and openness. Well developed human relations skills are essential to provide coordinated, responsive, and flexible support for the implementation of provincial standards, programs, initiatives, policy, and legislation, with the Manager relied on to balance and reconcile differing and often competing interests that can be emotionally and politically sensitive. This position applies knowledge, skills, and past experience to solve problems and provide advice, particularly in response to emergent issues, inquiries, dispute resolution, and questions regarding the interpretation and implementation of programming, legislation, regulations and policies.

The Director is available to clarify goals, objectives, and priorities and provide consultation and guidance as required. Within these parameters, this position is delegated considerable authority to determine approaches to responsibilities, including identifying and responding to emerging issues and identifying new results and initiatives to be undertaken. Discretion related to the specific strategies used to achieve results is fostered, supported, and expected. The Manager works within the legislated mandate of the Education Act and a broad framework of regulations, ministerial orders and policies to assist the Minister and/or the department to make decisions about matters that are under consideration or review. Issues vary considerably and may be unique and without precedent. Well developed professional judgment and negotiation skills are required to resolve sensitive, emotional and controversial issues and balance the often competing interests, needs and agendas of clients, stakeholder groups and partners. The Manager is also relied on to identify and act on opportunities to partner with other organizations to achieve desired results and “win-win” outcomes. Analysis, reasoning, and judgment are also critical to maintaining high levels of consistency in departmental responses.

Creative thinking and good judgement are required to contribute to the accomplishment of branch and department core functions in support of the government's business plan goals.

Types of guidance available for problem solving:

Examples of difficult or challenging situations faced by the Manager include:

- Actively participating on teams to design and implement projects, programs, and processes for quality improvement.
- Analyzing existing programs and services within school authorities and evaluating these services and programs, including recommended or required changes, while honouring the Ministry's core values and operating within a collaborative framework.
- Researching, analyzing, and incorporating (into an Alberta context) new initiatives in the areas of assurance and accountability.
- Analyzing existing policies, practices, and funding regulations related to complex educational issues and the evolving roles and responsibilities of education stakeholders.
- Applying creativity, responsiveness, assistance, support, and problem solving related to access to educational programs for children and students.
- Remaining continuously sensitive to the larger economic, social, technological, environmental, political, legal and organizational context in which the key departmental objectives of responsiveness, flexibility,

effectiveness, efficiency, relevance and collaboration are to be achieved.

- Identifying and promoting best practices in the areas of child development, individual exceptionalities, and applied delivery of basic education on a consistent basis when consulting with clients and stakeholders.
- Assisting to resolve disagreements and conflicts between provincial groups, parents and ECS operators/school authorities using well developed mediation, negotiation, and consensus building techniques while dealing with groups having varied and often conflicting requirements, perspectives and priorities.

Guidance and assistance related to past practice are available from the branch Director, project team leaders, and other team members. Legislation and regulations are available to assist with the resolution of issues and access to legal consultation is provided to assist with interpretation of legislation. The Manager relies on knowledge, skills, and past experience to solve problems and provide advice, particularly in response to emergent issues and telephone inquiries.

Direct or indirect impacts of decisions:

Long-term direction and key priorities for the sector are determined by senior Ministry and government officials, with relevant legislation, regulations, policies, and frameworks providing broad parameters for operations. The work carried out is complex and affected significantly by political decisions and priorities established in government and Ministry strategic business plans, as well as being impacted by the priorities and expectations of external stakeholders and other ministries.

The Manager is primarily accountable for providing advice and expertise to assist in addressing ministry priorities and the resolution of issues affecting school authorities and stakeholders in the province. This position has the critical role of assisting with the development, interpretation and implementation of education-related legislation, regulations and policies and Ministry programs and initiatives for ECS to Grade 12 students.

The Manager is accountable for:

- Actively participating on teams to design and implement projects, programs, and processes to improve quality of education programming.
 - Identifying appropriate recommendations for action.
 - Fostering collaborative working relationships with internal and external partners to achieve department objectives.
 - Communicating with clients, stakeholders, and partners to identify emerging issues being experienced by ECS operators or school authorities.
 - Researching and preparing briefing notes, reports and responses to assigned communications requests within deadlines.
 - Supporting the work of Program and System Support, other branches and specific assignments.
 - Developing creative solutions with clients, staff, partners, and stakeholders.
- Serving on teams to achieve Business Plan-related outcomes.

- Contributing to the achievement of branch results related to areas as defined by the Director.

The Manager represents, and thus affects, the Ministry through preparation of materials for and communication with representatives in other provinces (through the Council of Ministers of Education Canada) and countries (through the Organization for Economic Cooperation and Development). Information prepared and shared by this position relates to Alberta's practices, policies, regulations, legislation and funding in relation to the provincial education system.

Who is affected by recommendations/decisions and action taken?

- The Minister of Education and Childcare
- Provincially elected officials (MLAs, Standing Policy Committee)
- Other government departments, other divisions of Alberta Education, and other branches of Program and System Support Division
- Locally elected officials (trustees)
- Parents and other tax-payers
- ECS operators, school authorities, schools, and school staff

- Children and students
- Other stakeholders, clients, and partners (e.g., Alberta School Boards Association, Alberta Teachers' Association, Association of Independent Schools and Colleges in Alberta)
- Post-secondary institutions
- Business and industry

How are stakeholders affected?

The Manager is responsible for providing informed recommendations to assist the Minister in reaching decisions.

Stakeholders have assurance that their input is considered. The Manager must ensure that the views of stakeholders are considered in managing issues that may affect program delivery and may have political, fiscal, and/or educational consequences.

Key Relationships

Major stakeholders and purpose of interactions:

INTERNAL

Branch Director and other staff

Ongoing and as required

Branch work is of high quality and completed within established schedules. Relationships with others result in high satisfaction with information, services, and documentation provided.

Division managers, Directors, other ministry staff and support staff

Daily, weekly

Collaborative working relationships result in enhanced efficiency and ability to solve problems and initiate and complete projects.

Senior government officials

Regular and as required

Contact is specific and Manager assists in completion of tasks.

EXTERNAL

Staff in other government departments

Regular and as required

Collaborative working relationships are established and maintained. Information sharing is enhanced.

ECS operators, school authority staff and senior representatives of school authorities

Ongoing and as required

ECS operators and school programs and services for students are modified as required and related advice and support is provided. Support is provided for implementation of provincial standards and programs. Change implementation is monitored when change is mandated.

Interest Groups - Provincial and Community Based

As required

Increased awareness and understanding of provincial priorities and initiatives. Enhanced partnering on specific projects. Integration of feedback for strategic planning purposes.

Parent/Public

As required

Increased awareness, understanding, and satisfaction, particularly in areas related to disputes.

Required Education, Experience and Technical Competencies

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

If other, specify:

Equivalent or similar degrees will also be considered

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

The Manager requires demonstrated and comprehensive knowledge of:

- the *Education Act* and regulations, Standards for Special Education and the Provision of Early Childhood Special Education; Guide to Education: ECS to Grade 12; Funding Manual for School Authorities; Program of Studies and other applicable legislation, regulations, ministerial orders and guidelines (e.g., *Teaching Profession Act*; *Access to Information Act*; *Government Accountability Act*; *Municipal Government Act*, *Financial Administration Act*, etc.);
- other government legislative and regulatory documents that guide and delineate educational practices;
- government strategic and policy directions and business plan goals relating to the Ministry mandate;
- government strategic priorities, Ministry business plan goals, issues, programs and resources;
- the Alberta education system (ECS to Grade 12), including operations of ECS operators, schools and school authorities;
- clients and stakeholders affected by the sector and Ministry mandates;
- governance and operation practices and administrative structures of school authorities, post-secondary institutions, non-government agencies, and government departments to identify appropriate opportunities for relationship-building;
- processes and issues pertaining to policy and legislation development, coordination and capacity building; and the ability to accurately interpret policy and legislation and how it applies to specific contexts.
- the structure, operation and decision-making processes of government; and
- the economic, social, technological, environmental, political, legal and organizational factors within which the Ministry operates.

The Manager also requires proven analytical and problem solving skills, highly developed communication skills, in-depth knowledge in the areas of child and adolescent development, specialized supports and services for individuals with disabilities, the design and delivery of meaningful educational programs and support services in an inclusive education system, including the continuum of supports and services needed to address these needs. The individual is required to have a broad understanding of issues affecting children, a systemic understanding of supports to children and educational policies as they pertain to inclusion and collaborative partnerships. Particular expertise regarding policy frameworks associated with supporting vulnerable students and promoting equitable access to education is an asset.

The Manager requires significant and demonstrated:

- ability to analyze complex issues, think strategically, anticipate issues and their corresponding impact to the ministry and government;
- problem-solving skills and the ability to provide effective solutions;
- strategic and critical thinking skills, including ability to understand complex issues, synthesize information and function at the strategic level;
- interpersonal and consultation skills to achieve consensus;
- managerial and organizational ability, including strong leadership and coaching skills;
- human resources and financial management skills;
- skills and experience in policy development and associated processes (e.g., research and analysis, options development, evaluation, etc.);
- experience working with a variety of stakeholders;
- experience briefing senior officials and providing succinct analysis under tight timelines and high pressure situations;
- project planning and management skills, including establishing outcomes, measurement and evaluation related to projects, programs or initiatives;
- change management, facilitation, mediation and negotiation skills;
- relationship management, interpersonal and consultation skills and the ability to inspire cooperation;
- professional judgment and decision-making skills;
- presentation and communication skills (written and verbal); and
- commitment to continuous improvement and innovation.

The Manager provides information, assistance, and consultation to staff, clients, ministry partners, and stakeholders directly and through work with other areas of the sector, division and ministry.

The incumbent in this position must demonstrate the ability to work in a differentiated environment that combines functional structure with project team structures, as well as the ability to build and maintain processes to maximize efficiency, flexibility and responsiveness to clients, stakeholders, and partners.

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 	Broad and in-depth understanding of the ECS to Grade 12 education system taking into account implementation implications as policy documents and guidelines are developed which then become the responsibility of school authorities to implement (i.e., Type 1 Diabetes).
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 	Understanding unique characteristics of the education system challenges and leveraging knowledge and understanding of political and government processes to advance recommendations that address the issue and/or sets policy direction.
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 	Works across the department, other ministries and/or with stakeholders to bring subject matter experts together to develop comprehensive recommendations that account for unique characteristics of each; stakeholders have confidence in capabilities, expertise, knowledge resulting in

			credibility and the ability to move complex pieces of work forward managing expectations on all sides as much as possible.
Agility	○ ○ ● ○ ○	<p>Identifies and manages required change and the associated risks:</p> <ul style="list-style-type: none"> • Identifies alternative approaches and supports others to do the same • Proactively explains impact of changes • Anticipates and mitigates emotions of others • Anticipates obstacles and stays focused on goals • Makes decisions and takes action in uncertain situations and creates a backup plan 	<p>The ability to pivot and make adjustments based on changing factors, environments and directions that are not always under ones control; develops contingencies early in the process to ensure plans are in place based on information on hand, past experience etc. taking into consideration political and environmental factors.</p>