

New

Ministry

Education

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Programs & Partnerships

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 Director, Career Education, the Manager of Career Education Policy, Programs, and Partnerships supports the development of strategic policy related to career education programs (e.g. off-campus, work experience, dual credit) and high school completion pathways. This position also oversees the administration of existing programs and takes a lead in promoting and facilitating partnerships with diverse stakeholders (school authorities, post-secondary partners, and business/industry).

This position leads the development of governance, administrative guidelines and procedures for school authorities and partners to follow as they implement career education programs. In addition, the Manager coordinates the collection and reporting of career education data to inform program planning and implementation of programs by stakeholders.

The Manager will build strong collaborative relationships and partnerships with diverse internal and external education partners, as well as strategies and outreach plans that support stakeholder implementation of career education programs.

To achieve branch deliverables, the Manager provides leadership, planning, and directly supervises staff in the unit, including training, managing workloads, assigning tasks and projects, and conducting performance excellence reviews.

Responsibilities

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

1. Lead the policy development and implementation of career education programming, high school completion pathways and provincial graduation requirements.
 - Lead the team responsible for research, development and implementation of strategies for career education programming across K-12, including apprenticeship, work integrated learning and cooperative education programs.
 - Support development of frameworks and action plans for career programs, high school completion pathways and credentialing in alignment with government direction or commitments.
 - Develop and maintain the related policy and procedures to assist system partners and stakeholders, implement career education programs and provide input into departmental policies and handbooks (i.e. Guide to Education).
 - Work with departmental and cross-ministry partners to coordinate collecting, sharing, and reporting of career education data and metrics to inform program planning and implementation of programs by stakeholders.
2. Manage the administration and operations of career education programs, including but not limited to dual credit, off-campus, and work experience.
 - Responsible for the overall process to review and approve requests from school authorities to include dual credit courses in the course catalogues to ensure these learnings are included on official student transcripts.
 - Oversee the administration of career education related grants, including the dual credit grant program, available to school authorities and other stakeholders.
 - Coordinate with ministry partners, including Advanced Education, to update and maintain existing programs with shared responsibilities (e.g. Green Certificate Program and Registered Apprenticeship Program).
 - Oversee support and guidance to stakeholders implementing programs including proactive updates and effective issue management.
3. Lead the development and implementation of stakeholder strategies, partnership approaches, and outreach plans to support internal and external stakeholders to deliver career education programs.
 - Provide advice to the Director and divisional leadership regarding strategies to support schools and school authorities, business and industry stakeholders, and ministry partners.
 - Build alliances with key partners to ensure the integrity of programs and articulation between trades, industry, post-secondary and education programs is maintained.
 - Implement partnership and outreach plans and ensure divisional representation at a variety of career fairs and industry events to promote programming for students.
 - Support the divisional team with the development of career planning and promotional resources related to career education programs, including managing funding requests from external parties to deliver career education supports for school authorities.
 - Collaborate across the ministry, cross-ministry and education system to ensure programming is aligned with a variety of policies, standards and intended outcomes.

4. Contribute to the branch operations and achievement of branch deliverables.

- Lead and effectively manage team operations, including people (permanent staff, interchange participants) and financial resources (contracts/grants), recruitment, and training
- Lead the team in decision making regarding content, development processes, research, and planning
- Provide advice and recommendations on emerging issues, opportunities, and challenges
- Develop analysis, business cases, and briefing notes to assist with decision-making processes
- Develop and lead detailed project plans
- Oversee responses to a high number of information requests to ensure necessary research, issue considerations, recommendations align with division, departmental, and government direction and policy.

Problem Solving

Typical problems solved:

The Manager of Policy, Programs, and Partnerships is responsible for leading a team that ensures career education programs and secondary completion pathways (and credentials) support equitable learning opportunities for all Alberta Kindergarten to Grade 12 students. The Manager drives results for the sector by fostering creativity and innovation in processes and products, and resolving issues related to achieving desired outcomes for career education programming, procuring service providers, data collection and information sharing, and development and maintenance of related policies and procedures. Challenges faced by this position include:

- negotiation, compromise and consensus building among parties with multiple perspectives, interests and priorities when developing provincial policy and programs related to career education (external stakeholders include education system partners, business / industry stakeholders, and contracted service providers);
- providing leadership in the consistent application of the vision, guidelines, considerations, and features identified in *The Guiding Framework* while respecting subject matter expertise;
- implementing standardized processes that are efficient for a range of external education and business partners and internal (GoA) partners; and
- managing priority projects with competing deliverables.

Types of guidance available for problem solving:

The Manager works within a broad framework of policies including:

- Education Act, Funding Manual, and Guide to Education
- 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
- Freedom of Information and Protection of Privacy Act (FOIP)
- Department directives and policies that relate to provincial curriculum development and implementation

The Manager collaboratively leads a team of subject matter experts and can seek advice from direct reports with specialized knowledge, other teams and branches, as well as from their direct

supervisor, the Director of the Career Education branch.

Direct or indirect impacts of decisions:

The Manager contributes to the development of career education programs and the content and quality of curriculum as described in *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*. This position impacts programming for K-12 schools in Alberta, and thousands of teachers and students. The work of the Manager will impact the implementation of career education programming, curriculum, and continuous improvement of curriculum for years to come.

Key Relationships

Major stakeholders and purpose of interactions:

- **Deputy Minister, Assistant Deputy Minister, Executive Director:** As required to provide advice, briefings, recommendations.
- **Director, Career Education:** As a direct report to the Director, work closely with the Director to brief and update on priority timelines and milestones, and manage unit deliverables.
- **Sector/Branch Leadership Team:** As part of the sector/branch leadership team, participate and contribute to the effectiveness of the sector/branch and collaborating on projects and human resource related initiatives as required and assigned.
- **Employees and Contractors (including interchange participants):** Mentor, guide, develop and lead in order to plan, manage workload and priorities, coordinate operational requirements and initiatives.
- **Other 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.
- **Education Partners and Stakeholders:** Establish collaborative working relationships to enable their input on career-education related needs for teachers and learners.
- **Other Canadian Education Ministries:** Establish collaborative working relationships and exchange information.

Required Education, Experience and Technical Competencies

Education Level

Bachelor's Degree (4 year)

Focus/Major

Education

2nd Major/Minor if applicable

Public Administration

Designation

If other, specify:

An equivalent level of education, in combination with relevant experience.

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

Leadership:

- Strong coordination and leadership skills to carry out work in a complex divisional organization and to establish, coordinate and lead teams and committees.
- Flexibility, responsiveness, and ability to collaborate for effective coordination, organization, and leadership.
- Ability to motivate and manage professional and administrative staff in a manner that promotes team effort, self reliance, competence, reliability and confidence.

Research and Knowledge Management:

- Strong knowledge of K-12 education system in Alberta.
- Strong knowledge of career education policies, programs, and best practices.
- Experience in knowledge management and mobilization to ensure relevant information is spread through the system effectively.
- Information technology capabilities: SharePoint, Microsoft Office, PowerPoint, Excel, video conferencing.

Applicable competencies, including:

- Excellent English oral and written communication skills, including the ability to listen and present information effectively to individuals with diverse interests and backgrounds.
- Excellent interpersonal and relationship building skills and ability to work in a variety of roles (leadership, collaborative, team, or independent) as appropriate to the circumstances.
- Strong background in leading collaborative, consensus driven discussions.
- Ability to adapt and creatively solve problems.
- Strong time management and organizational skills.
- Ability to communicate in both French and English is considered an asset.

The Alberta government, education and post-secondary:

- Strong knowledge of policy documents related to curriculum development and implementation, including:
 - Education Act, guide to Education, ECS to Grade 12;
 - Ministerial Order on Student Learning: Vision, Foundations, and Outcomes for learning;
 - 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 (FOIP)
- A Master's degree in a related field is considered an asset.
- Teaching experience in the Alberta K-12 context is considered an 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		
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 	Anticipates shifts in work priorities and impacts of decisions. Works with internal and external partners to support career education policy and program development and implementation in alignment with departmental priorities and policy documents.

Build Collaborative Environments	○ ○ ○ ● ○	<p>Involves a wide group of stakeholders when working on outcomes:</p> <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 	Communicates and collaborates with divisional, departmental, and cross-ministry partners to lead development and delivery of partnership and outreach plans for education system and business / industry stakeholders. Anticipates potential areas of conflict and negotiates collaborative solutions.
Agility	○ ○ ○ ● ○	<p>Proactively incorporates change into processes:</p> <ul style="list-style-type: none"> • 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 	Leads the development of complex policies and programs involving diverse stakeholder groups with significant impact on the education system (e.g. graduation requirements and credentials) that must align with policy direction, regulatory frameworks, etc.
Develop Self and Others	○ ○ ○ ● ○	<p>Encourages development and integration of emerging methods:</p> <ul style="list-style-type: none"> • Shapes group learning for team development • Employs emerging methods towards goals • Creates a shared learning environment • Works with individuals to develop personal development plans 	Identifies professional learning needs of the Career Education team as a whole and individual team members within the unit. Develops competencies and leadership skills of teams members.
Drive for Results	○ ○ ● ○ ○	<p>Takes and delegates responsibility for outcomes:</p> <ul style="list-style-type: none"> • Uses variety of resources to monitor own performance standards • Acknowledges even indirect responsibility • Commits to what is good for Albertans even if not immediately accepted • Reaches goals 	Leads and manages complex career education policy projects, engagements and operational needs with tight timelines. Identifies potential barriers to collaboration between branches and units of the sector, and works to develop efficiencies in work and collaboration

		consistent with APS direction	processes.
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