New

Ministry

Public Safety and Emergency Services

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Education Programs Specialist

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:

The Education Programs Specialist (the"Specialist") is a pivotal role which is responsible for the design, development, delivery and periodic review of high-quality training programs within the Sheriffs Branch that align with the strategic goals of the Ministry. This position entails collaborating with internal and external stakeholders to ensure the successful creation, coordination, and management of effective, fiscally responsible and sustainable training initiatives.

The Specialist is responsible for a diverse portfolio that supports the application of best practices in training methodologies and curriculum design. This involves proactively developing and maintaining productive relationships and collaborative efforts within the Ministry and with partners to respond to evolving needs and complex challenges of delivering multiple peace officer training programs.

The Specialist works closely with senior management to develop a comprehensive learning and development strategy and training framework that ensures the effective and efficient delivery of quality training programs. This includes ongoing review, assessment and evaluation of training tools, curricula, and practices for relevancy, maximum learning transfer and currency of learning materials. To enhance the development and promotion of training programs, this position is also responsible for best and emergent practice research and analysis, coordination of subject matter resources and learner supports as well as project and contract management.

Responsibilities

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

1. Design and develop comprehensive learning programs for both recruit and in-service training, as well as professional development programs which ensure compliance with adult learning principles, industry best practices, and peace officer training accreditation criteria.
- Conduct analysis to assess jobs and tasks, existing knowledge and performance, determine requirements of training needs or identification of learning problems
- Creation of learning outcomes, user-interface (instructor-led or e-learning) and training curricula
- Develop content and learning materials (e.g. lesson plans, PowerPoint, handouts, scenarios, course training standards, curriculum maps, e-learning modules, etc.) as well as development of assessment tools
- Oversee the implementation of courses to assess effectiveness and efficiency of programs
- Periodically review accredited curricula to ensure accuracy and currency of content

2. Manage curriculum-related projects utilizing effective project management practices to ensure timely completion and alignment with organizational objectives and stakeholder expectations.
- Initiate projects be defining the scope and objectives, identifying stakeholders, coordinating sponsors and team members, recommending necessary resources to complete the project and obtaining the necessary authorizations to proceed
- Negotiate and collaborate with impacted stakeholders on a reasonable and practical project schedule and deliverables based on available resources
- Execute project plans, implement change management, and propose innovative solutions to mitigate emerging challenges to meet deliverables
- Track, review and regulate all activities and tasks as projects progress as well as coordinate resources assigned to projects
- Complete and finalize all project activities, evaluate projects, and create project reports

3. Conduct in-depth research on emerging learning and development strategies, cutting-edge technology, and innovative processes to enhance the effectiveness and relevance of training initiatives.
- Conduct research and analysis of provincial and national trends and standards in law enforcement procedures, legal issues and other relevant areas
- Facilitate process improvements that help ensure available resources are utilized in the most efficient manner and are able to meet new challenges
- Participate and contribute to learning community events (e.g. webinars, conferences, workshops) to increase awareness of new technologies, tools, methods and best practices available for implementation into training programs
- Assessing applicability and potential impact on current training programs and future training requirements

4. Provide expert consultation and guidance to senior leadership, business areas, stakeholders, and training providers on peace officer training programs and initiatives to optimize learning outcomes.
- Establishing effective conversations with instructors, accreditation analysts, and subject matter resources to create an understanding of the impact of training methodologies
- Advising on the best strategies to manage relationships and balance expectations of ministry, industry, and department sponsors in establishing program commitments
- Engage in facilitation, teaching, and mentoring duties
- Audit and provide advice to to improve instructional capacity to individual instructors to ensure adult-based instructional techniques are used effectively

5. Foster and maintain robust working relationships with both internal and external stakeholders to ensure the continued relevance, effectiveness, and success of training programs.
- Establish and maintain effective working relationships, partnerships, and networks that support effective development of training programs, curriculum development, identify best practices, and ensure consistency and efficiency in training program delivery practices
- Liaise with external organizations to share resources and develop programs of mutual provincial or

national interest
- Liaise with external post-secondary institutions to identify trends in learning and development
- Participate in internal and external committees and project teams, representing Sheriffs Branch interests and perspectives as required.

Problem Solving

Typical problems solved:

This position faces the following difficult or challenging situations:
- Managing and operating within an environment where a diversity of opinions and understandings in curriculum design methodologies or historical systemic paradigms may be barriers to achieving project targets.
- Balancing competing demands of internal and external stakeholders with finite resources.
- Developing and maintaining effective relationships/partnerships through encouraging participation of stakeholders in the planning, design and development of training initiatives.
- Remaining focused at the overall strategic level when influencing the development and delivery of training initiatives.
- Balancing multiple deliverables/tasks with emergent organizational needs.
- Technical complexities involved in working with computer and training hardware and software applications.

Types of guidance available for problem solving:

The incumbent must have a degree in an education or adult learning-related discipline and will rely on their significant knowledge and experience in this field.

The position requires in-depth knowledge and experience in the following areas:
- Current and best practices in regards to instructional methodologies
- Development of policies, processes, accreditation criteria
- Adult learning theories with experience applying theory into practice through the provision of training and/or adult learning initiatives
- Designing, developing, delivering and evaluating training initiatives
- Different training delivery methods, emerging methodologies, technology and tools
- Research methodologies
- Ministry business strategies, priorities, programs and resources
- GoA learning, training and development initiatives and strategies

Specific skills required include:
- Leadership and managerial skills, including mentorship, coaching and supervising to successfully lead staff, projects, working groups, committees and focus groups
- Effective communication, facilitation and negotiating skills, creativity and analytical ability to provide oversight, leadership and knowledge to instructors
- Ability to interpret and apply legislative/regulatory training requirements to accreditation criteria and development of applicable training programs
- Ability to work both independently and in a team environment, to plan, organize and prioritize work, successfully manage multiple projects, meet time lines and work under pressure.
- Ability to collaborate and build strong work relationships with all levels and with a variety of internal and external stakeholders

Direct or indirect impacts of decisions:

The Specialist directly influences the quality, efficacy, and strategic direction of training delivery, curriculum development, and overall learning initiatives within the organization. Their recommendations and strategies impact both short-term and long-term operational and financial commitments, ensuring the organization remains responsive to current and future learning preferences of its workforce.

In essence, the Specialist plays a key role in shaping and delivering high-quality training programs that align with the Ministry's overarching objectives. This position demands a blend of educational expertise, technical and interpersonal skills, stakeholder collaboration, and a proactive approach to staying abreast of emerging trends in adult education and training program development.

The Specialist functions within the context of policies, statutes, directives and guidelines developed by Alberta Finance, Treasury Board, Standing Policy Committee and Cabinet. Key pieces of legislation and policy that set parameters and expectations for the work of the Specialist include the *Government Organization Act*, *Freedom of Information and Protection of Privacy Act*, various Ministry acts and regulations, as well as policies, guidelines and procedures established by Cabinet, the Minister and Deputy Minister.

Long-term direction for the Sheriffs Branch is determined by senior Ministry and Government officials, with relevant legislation, regulations and policies providing the broad framework for operations. The work carried out is complex, sensitive and affected significantly by political decisions and priorities established in Government and Ministry strategic Business plans. The Specialist provides advise on such policy and direction.

As a member of the Staff Development Unit team, the Specialist contributes to the achievement of relevant division and Ministry goals. This position works in a highly collaborative manner with the Deputy Director to ensure operations are integrated with the Ministry business plan. In addition, the Specialist collaborates with representatives of other ministries to support the integrated and coordinated delivery of business continuity and other contingency plans for all regions.

Key Relationships

Major stakeholders and purpose of interactions:

Deputy Director (Superintendent) and Manager (Inspector) - Ongoing
- Exchange information; receive direction; collaborate on strategic operational and administrative matters

Executive Team - As required
- Provide information and briefings as required

Sheriffs and Administrative Support - Ongoing
- Collaborate on initiatives and resolve issues across Sheriffs Branch directorates

Training Academy Representatives - As required
- Collaborate on initiatives and training

Communications - As required
- Provide advice and information for media related matters

Representatives of other ministries - Ongoing
- Coordinate activities; identify and resolve issues; provide consultation and advice; collaborate on planning and delivery of business, contingency plans and other initiatives; encourage innovation; develop partnerships and working relationships

Representatives of municipal enforcement agencies and RCMP - Ongoing
- Exchange information related to law enforcement instructional methods; cooperate on issues of mutual interest

Other enforcement agencies - As required
- Exchange best practices and discuss issues, challenges and opportunities relating to law enforcement training; cooperate on issues of mutual interest

Investigative Services Team - As required
- Provide information as required for complaints and/or employer initiated investigations

Stakeholders - As required
- Assist stakeholders with information as requested or required

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Applied Degree	Education		

If other, specify:

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

A university degree in an education-related field plus four years of progressively responsible related experience (or equivalent).

Assets for selection include:
- Excellent written communication, public speaking and organizational skills
- Strong analytical and critical thinking skills
- Ability to manage multiple projects, meet time lines and work under pressure
- Experience applying adult learning principles and law enforcement best practices
- Experience designing, developing, delivering and evaluating training initiatives

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level (A B C D E)	Level Definition	Examples of how this level best represents the job
Systems Thinking	● A	Observes and understands larger impact of role: • Sees impact of work on organization; anticipates change in own area based on activities in other areas • Considers how own work impacts others and vice versa • Ask questions to understand broader goals • Aware of how organization adds value for clients and stakeholders	- Establishes and maintains consistent instructional methodologies across all disciplines - Applies adult learning theory and strives to remove barriers to learning - Challenges the status quo and implements innovative ideas and techniques
Creative Problem Solving	● A	Is open to new ideas and breaks problems down to identify solutions: • Breaks down problems into small parts • Constructively questions and challenges the norm • Open to other's perspectives and aware of own • Contributes ideas for improving processes, and adapts existing practice to address problems	- Research and analysis of evolving trends in adult learning - Analysis of existing methodologies to determine and implement measures with greater efficiencies and benefits
Drive for Results	● B	Works to exceed goals and partner with others	- Leverages relationships with stakeholders to

		to achieve objectives: • Plans based on past experience • Holds self and others responsible for results • Partners with groups to achieve outcomes • Aims to exceed expectations	ensure superior service delivery - Sets goals for self and team	
Build Collaborative Environments	○ ◉ ○ ○ ○	Facilitates open communication and leverages team skill: • Leverages skills and knowledge of others • Genuinely values and learns from others • Facilitates open and respectful conflict resolution • Recognizes and appreciates others	- Facilitates periodic team and stakeholder meetings - Consults with management and instructional staff on the development of curricula and instructional methods	
Develop Self and Others	○ ○ ○ ◉ ○	Encourages development and integration of emerging methods: • Shapes group learning for team development • Employs emerging methods towards goals • Creates a shared learning environment • Works with individuals to develop personal development plans	- Communicates updates to best practices directly with colleagues - Seeks developmental opportunities and implements newly acquired knowledge	