

New

Ministry

Education

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Field Serv. Assurance Officer

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 sector is experiencing additional operational pressures due to an increase in the number of private schools and charter schools approved and requiring assurance and monitoring. Given the complexity of responsibilities required to provide the appropriate assurance and support to both the ministry, public and school authorities the development of a subject matter expert that will support the work of the sector is required.

The responsibilities of the Field Services Assurance Officer will include:

- Leads and Coordinates Field Services' ongoing process of monitoring accredited private schools and provides insights related to the school's compliance with regulatory and operational requirements as outlined in the Education Act, Private Schools Regulation, Guide to Education and the Funding Manual for School Authorities, and the school's Annual Operating Plan (AOP).
- Leads, develops and recommends process improvements for independent (private) school monitoring and evaluation across the sector, including the development of action plans, and remediation support through the Progressive Intervention Framework Committee.

- Leads and develops commencement process for newly accredited independent (private) school authorities and supports the overall accreditation process for independent schools led by Standards, Accreditation, Monitoring & Print Services (SAMPS)
- Leads and develops sector communications to stakeholder organizations (i.e. College of Alberta School Superintendents (CASS), Alberta School Boards Association (ASBA), Association of Independent Schools and Colleges in Alberta (AISCA), Alberta Home Education Association (AHEA), etc.).
- Leads the development and organization of biannual Conferences for independent (private) school leaders, to share legislative and regulatory information, helping to build understanding and operational capacity for these school authorities.
- Leads, provides strategic direction and makes recommendations regarding the ongoing development and continuous improvement of assurance and monitoring processes.
- Leads the sector's and school authority's use of the Provincial Education Directory (PED) and makes recommendations for updates, additions and modifications to the PED Workforce Team.
- Leads and provides expertise for Field Services Managers and independent (private) school administration in the use of PED, PASI, TWINS, AE Assurance Measures and Exam Reports.
- The Field Services Assurance Officer will give leadership, share expertise and make recommendations to Field Services Managers and Analysts in the review and analysis of;
 - School authority Education Plans and Annual Education Results reports in the context of Alberta's funding and assurance framework.
 - Annual Operating Plans from Independent (Private) School operators to meet legislative requirements (eg. Education Act, Private Schools Regulation, Guide to Education etc.)

Responsibilities

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

1. The Field Services Assurance Officer will support the Director, and other department staff as a subject matter expert, in providing assurance and related supports to independent (private) schools, charter schools, First Nation education authorities and provincial education authorities as needed.
 - Engages with principals/Heads of School and the administrative team members of independent (private schools) to provide support, direction and guidance on school-based operational and administrative queries as they relate to the monitoring and evaluation process.
 - Ensures the concerns of clients, stakeholders and education partners are addressed in a timely, accurate and appropriate manner that meets department quality standards.
 - Facilitates resolution of issues or conflicts pertaining to monitoring, evaluation and assurance processes and builds collaborative and consultative relationships with ministry partners and stakeholders.
2. Within the context of Program and System Supports Division's purpose and core functions and in support of the department's vision, mission, and business plan, the Field Services Assurance Officer is the subject matter expert and responsible for the following activities:
 - Supports implementation of education-related legislation, regulations, policies, standards, programs

and initiatives within the province through provision of consultation, interpretation, advice and other services to applicable school authorities and stakeholders.

- Collaborates with staff of other education divisions to develop policy and procedures that are responsive to the needs of clients and stakeholders.
 - Keeps the Director abreast of emergent issues and concerns and provides timely and effective responses.
 - Researches issues to prepare responses to action requests on behalf of the branch, senior officials, and the Minister.
 - Establishes and maintains strong communication and working relationships with key partners, clients and stakeholders to ensure timely and accurate information flow and identification of issues.
 - 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.
 - Sector leadership, developing and implementing collaborative processes within the Program and System Support Division to enhance communication, relationships, and efficiency of operations (i.e. red tape reduction, streamlining processes. regulatory review etc.).
 - Demonstrates leadership, communication, collaboration, and teamwork skills with staff and stakeholders, exercising a high level of interpersonal skills to gain consensus and influence with stakeholders that lack knowledge regarding government policy and procedures.
 - Reviews and recommends revisions to provincial policies, regulations and standards that result from the findings of monitoring and evaluation processes.
3. Decision-makers at the branch, sector, division, and department level can rely on the review and analysis reports the Field Services Assurance Officer prepares as they provide recommendations that include current trends, business plan links, ministry position, system assurance and compliance with legislation.
4. The Field Services Assurance Officer is the subject matter expert and participates in and supports Field Services Managers and Analysts in the review and analysis of;
- School authority Education Plans and Annual Education Results reports in the context of Alberta's funding and assurance framework.
 - Annual Operating Plans from Independent (Private) School operators in the context of the Private Schools Regulation.
 - Independent (private) school commencement requirements.
6. Conducts complex, longer term research projects involving multi-stakeholders and develops recommendations to aid in planning and/or changing policies, programs and objectives; Prepares briefing documents, action requests responses, and draft correspondence for the Minister and other senior ministry representatives in a timely and appropriate manner.
7. Provides expertise and support to the branch and sector management teams 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.

8. Develops and maintains collaborative and consultative relationships and partnerships with sector, division, ministry and government representatives, community agencies, stakeholders and partners. Collaborative processes are actively supported and refined to enhance communication, relationships, and efficiency of operations, and build leadership capacity.

Problem Solving

Typical problems solved:

The Field Services Assurance Officer 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. The Field Services Assurance Officer will be required 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 Field Services Assurance Officer is accountable for:

- leading, researching, identifying and designing qualitative and quantitative information/data that contributes to building the division and ministry's capacity for developing policies, programs/initiatives that are evidence-based.
- actively leading and developing a team based environment to inform and implement policies and processes associated with the operation of independent (private) schools.
- leading and managing projects from beginning to end (including, but not limited, to contracts/grants associated with project completion);
- identifying opportunities and developing recommendations for action and fostering collaborative working relationships with internal and external partners to achieve stated outcomes;
- developing and implementing application approval criteria that is fair and transparent for stakeholders;
- communicating unfavorable decisions to applicants in a way that provides relevant feedback and maintains a professional relationship with the applicant;
- supporting and actively contributing to the work of the branch, sector, division, ministry, and cross-ministry connections;

This position is delegated considerable independence when determining priorities and areas of focus, exercising professional judgment and discretion when researching, analyzing, and presenting findings and recommendations to senior branch, sector and ministry representatives, and manages projects with highly demanding and concurrent deadlines.

Types of guidance available for problem solving:

Guidance and assistance related to processes, practices and interpretation of legislation, regulation and/or policies are available through the Manager, and other Field Services team members. In those instances, where the issue(s) may be more complex, have political implications or require further analysis the Director provides support and direction to the team. This position relies on knowledge, skills, past experience and

understanding of legislation, regulations and policies and their interpretation to solve problems and provide advice, particularly in response to emergent issues and inquiries.

Direct or indirect impacts of decisions:

The Field Services Assurance Officer is the subject matter expert and primarily accountable for providing advice, recommendations and expertise to assist in the oversight, monitoring and evaluation associated with independent (private) schools.

This position has the critical role of assisting with the development, interpretation and implementation of education-related legislation, regulations and policies associated with independent (private) schools.

Who is affected by recommendations/decisions and action taken:

- the Minister and Deputy Minister of Education;
- provincially elected officials (MLAs, Standing Policy Committee);
- other government departments, other divisions of Alberta Education, and other branches of Program and System Support Division;
- parents and other tax-payers;
- independent (private) schools, early childhood services (ECS), school staff and their community partners;
- children and students;
- other stakeholders, clients, and partners such as Association of Independent Schools and Colleges of Alberta (AISCA)
- post-secondary institutions; and
- business and industry.

How are stakeholders affected?

The recommendation for continued accreditation, or discontinuance of accreditation, has a direct impact on the current and future operations of independent (private) schools in Alberta. The monitoring and evaluation of these schools plays an important role in assuring the Minister, parents, children and students that the educational programming they receive in Alberta schools is of a high quality and held to a high standard.

Ultimately, the standard set for Alberta schools directly impacts the national and international reputation and integrity of the Ministry of Education.

Key Relationships

Major stakeholders and purpose of interactions:

Internal

Branch Director and other staff

- 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 & Department Managers, Directors, and support staff
- Collaborative working relationships result in enhanced efficiency and ability to solve problems and

initiate and complete projects.

- Executive Director, ADM, DM and Minister
- Provide briefings, information and recommendations related to accreditation and associated policies/procedures.

External

School staff, senior representatives of school authorities and key Educational stakeholders such as AISCA.

- Applications, interviews, and regular correspondence related to monitoring, evaluation implementation of provincial standards and programs, monitoring and on-site/off-site evaluation.

Parent/Public

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

Required Education, Experience and Technical Competencies

Education Level

[Bachelor's Degree \(4 year\)](#)

Focus/Major

2nd Major/Minor if applicable

Designation

If other, specify:

[Education Degree an asset](#)

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

The position requires thorough knowledge in the following areas:

- ministry and divisional strategic plan, operational plans and activities/initiatives/projects;
- ministry related policies, regulations and legislation. Particularly:
 - *Education Act*;
 - *Funding Manual for School Authorities*;
 - *Guide to Education: ECS to Grade 12*;
 - *Private Schools Regulation*;
 - *Charter Schools Regulation*;
 - *Early Childhood Services Regulation*;
 - *Education Grants Regulation*;
 - *Certification of Teachers and Teacher Leaders Regulation*;
 - *Practice Review of Teachers Regulation*;
 - *Student Records Regulation*;
 - *Kindergarten Program Statement*;
 - *Ministerial Order on Student Learning*; and
 - *Home Education Regulation*;
- ministry decision-making processes and practices;
- operational and program requirements of independent schools;
- operational and program requirements of charter schools;
- operational and system requirements of school authorities such as:
 - Annual Education Plans and Annual Education Results Reporting;

- Provincial Education Directory (PED)
- Provincial Approach to Student Information (PASI);
- Provincial Achievements Tests (PATs)/Student Learning Assessment (SLAs);
- Teacher Workforce Information System (TWINS);
- *Teacher Growth, Supervision and Evaluation Policy*; and
- Other systems required for school reporting and administration.

The position requires the following skills and abilities:

- ability to anticipate future issues and impact on the ministry mandate/strategies/commitments;
- ability to analyze complex issues and synthesize findings into recommendations;
- written and verbal communication and presentation skills, including ability to develop reports of research findings for senior decision-makers; articulate complex issues with broad implications; and tailor messages to diverse audiences;
- interpersonal and relationship management skills;
- negotiation and conflict resolution skills, including ability to mediate conflicting interests;
- judgment and decision-making skills;
- time management and organizational skills;
- commitment to client service, teamwork, innovation, and continuous improvement;
- ability to work independently with general direction;
- excellent project, time and organizational management skills to effectively balance multiple demands and timelines;
- strategic and systems thinking skills; and superior communication skills (written, verbal and presentation), including the ability to clearly convey ideas and the ability to actively listen to others.

The Field Services Assurance Officer works within and provides expertise and leadership for the Field Services team and with department colleagues to fulfill assurance, accreditation and oversight functions.

The Field Services Assurance Officer must ensure that assurance, monitoring, evaluation processes, policies and requirements are clearly articulated, transparent and communicated to relevant stakeholders and staff. The Field Services Assurance Officer must demonstrate the ability to build, revise and maintain these processes and policies in order to maximize efficiency and responsiveness to clients, stakeholders, and partners.

The Field Services Assurance Officer provides leadership, insights, recommendations and support to staff, Education partners and stakeholders both directly and indirectly through work with other areas of the sector, division, ministry and government.

This position requires:

- interpersonal and consultation skills to achieve consensus and the ability to inspire cooperation;
- leadership, change management, facilitation, mediation and negotiation skills;
- relationship management and coordination skills;
- professional judgment and decision-making skills;
- project planning and management skills;
- human resources and financial management skills;

- written and verbal communication skills; and
- commitment to continuous improvement and innovation.

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>Advancing recommendations to the Guide to Education and/or Funding Manual; addressing gaps, providing clarity or setting expectations for the monitoring and evaluation of independent (private) schools.</p>
Creative Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<p>Works in open teams to share ideas and process issues:</p> <ul style="list-style-type: none"> • Uses wide range of techniques to break down problems • Allows others to think creatively and voice ideas • Brings the right people together to solve issues • Identifies new solutions for the organization 	<p>As a subject matter expert, advance recommendations to Field Services Managers and PIF Committee to develop action plans, providing clarity in setting expectations for independent (private) schools to meet legislative and regulatory requirements.</p>
Develop Self and Others	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Plans according to career goals and regular development:</p> <ul style="list-style-type: none"> • Aligns personal goals with career goals • Leverages strengths; attempts stretch goals • Provides feedback and openly discusses team performance • Values team diversity, and supports personal development 	<p>Facilitates coordination and collaboration of functional areas to complete the monitoring and evaluation processes. Facilitates sharing of experiences and challenges with the perspective that solutions and recommendations may come from multiple areas where impacts are not fully understood; and the importance of making</p>

			those connections prior to decisions being made.
Develop Networks	○ ○ ○ ● ○	<p>Makes working with a wide range of parties an imperative:</p> <ul style="list-style-type: none"> • Creates impactful relationships with the right people • Ensures needs of varying groups are represented • Goes beyond to meet stakeholder needs • Ensures all needs are heard and understood 	Pro-actively connects with the Head of School (independent schools) to address questions, issues and challenges; connects with Ministry colleagues and external stakeholder organizations (i.e., AISCA) to provide clarity, to leverage expertise and to resolve issues before they need to escalate.
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 	As a subject matter expert, identify, provide advice and recommendations on a number of issues/ concerns associated with independent (private) schools, while maintaining legislative requirements and grant expectations.