

New

Ministry

Education

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Mgr, Accreditation and Monitoring

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, the Manager, Accreditation and Monitoring will apply extensive knowledge and experience in ECS to grade12 educational programming and operations to oversee the accreditation and approval processes and requirements related charter schools, collegiate schools, and Alberta Accredited International Schools and to support the accreditation of private schools and ECS operators. The Manager, Accreditation and Monitoring ensures that all processes related to school accreditation and approvals are maintained and utilized effectively. The Manager, Accreditation and Monitoring is oversees the monitoring of Alberta Accredited International Schools and supports the monitoring of private ECS operators. The Manager, Accreditation and Monitoring will also provide guidance and interpretation of policies related to private schools, private ECS operators, charter schools, collegiate schools, and Alberta Accredited International Schools. This position is accountable for assisting in the development, interpretation and implementation of education-related legislation, regulations, and policies and Ministry programs and initiatives for private schools, private ECS operators, charter schools, collegiate schools, and Alberta Accredited International Schools.

Responsibilities

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

1. The Manager, Accreditation and Monitoring will apply extensive knowledge and experience in school programming and operations to lead SAMPS and other department staff in charter school, collegiate school, and Alberta Accredited International School accreditation and approvals. The Manager will also support the accreditation and approvals of private schools and private ECS operators.

Activities:

- Manages and reviews applications, correspondence, and processes associated with the accreditation or approvals of charter schools, collegiate schools, and Alberta Accredited International Schools. Supports the accreditation or approvals of private schools and private ECS operators.
- Engages through written and electronic means with team members of private schools, charter schools, collegiate schools, and Alberta Accredited International Schools to provide support, direction and guidance on operational and administrative queries as they relate to the accreditation process.
- Leads the resolution of issues or conflicts pertaining to accreditation and builds collaborative and consultative relationships with ministry partners and stakeholders.
- Puts forward recommendations for prospective charter school, collegiate school, and Alberta Accredited International School accreditation or approvals to the Minister of Education. Provides support to develop recommendations for private schools and ECS operators.
- Recommends to the Minister a discontinuation of accreditation and is responsible for the processes and procedures associated with removing accreditation of private schools, private ECS operators, charter schools, collegiate schools, and Alberta Accredited International Schools identified as being in non-compliance with applicable legislation, regulations, policies and standards or contractual requirements.
- Provides strategic direction to the ongoing development and continuous improvement of accreditation and approval processes.

2. The Manager, Accreditation and Monitoring will apply extensive knowledge and experience in school programming and operations to lead staff in the monitoring of Alberta Accredited International Schools and support the monitoring of private ECS operators.

Activities:

- Engages with Alberta Accredited International School principals and owners and private ECS operators to provide support, direction and guidance on operational and administrative queries as they relate to their operations.
- Leads the monitoring of Alberta Accredited International Schools including the review and approval of Annual Education Results Reports and strategic education plans. Supports the monitoring of private ECS operators.
- Ensures the questions and concerns of clients, stakeholders and partners are addressed in a timely, accurate, and appropriate manner that meets department quality standards.
- Implements, assesses, and refines the processes and requirements for monitoring Alberta Accredited

International Schools and private ECS operators.

- Provides strategic direction to the ongoing development and continuous improvement of monitoring processes.
 - Leads a collaborative team to provide an appropriate level of oversight to ensure the educational programming of Alberta Accredited International Schools is in compliance with all contractual agreements, policies, and directives. Supports the oversight of private ECS operators.
3. The Manager, Accreditation and Monitoring will apply extensive knowledge and experience in school programming and operations to support the development and implementation of key government, department, sector, and/or branch priorities.

Activities:

- Provides leadership and advice to charter school, collegiate school, Alberta Accredited International School, private school and private ECS applicants regarding the implementation of education-related legislation, regulations, policies, standards, programs, and initiatives within the province.
 - Develops strategies and plans to support key initiatives related to choice in education associated with private schools, private ECS operators, charter schools, and collegiate schools, including implementation and stakeholder considerations.
 - Reviews and recommends revisions to provincial policies, regulations, and standards that result from the findings of the review of the charter school, collegiate school, private school, private ECS and Alberta Accredited International School accreditation process.
 - Collaborates with staff of other education divisions to develop policies and procedures that are responsive to the needs of clients and stakeholders.
4. The Manager, Accreditation and Monitoring works to achieve Program and System Supports Division's purpose and core functions in support of the department's vision, mission, and business plan.

Activities:

- 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.
- Supports and participates in varied forms of collaborative processes within Program and System Support Division to enhance communication, relationships, and efficiency of operations.

- Demonstrates leadership, communication, collaboration, and teamwork behaviours with staff, clients, and stakeholders.

Problem Solving

Typical problems solved:

The Manager, Accreditation and Monitoring 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, Accreditation and Monitoring assesses information from ECS operators, school authorities, educational stakeholders (e.g., the Alberta Teachers' Association; the Association of Independent Schools and Colleges of Alberta; etc.) and other related Government of Alberta Ministries (e.g., Children's Services, Community and Social Services, Health) for assistance in problem-solving.

The foundation of effective problem-solving by the Manager, Accreditation and Monitoring 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, Accreditation and Monitoring 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, Accreditation and Monitoring 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, Accreditation and Monitoring 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.

Examples of difficult or challenging situations faced by the Manager, Accreditation and Monitoring include:

- Actively participating on teams to design and implement projects, programs, and processes for quality improvement.
- Analyzing existing programs and services within ECS operators, 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.
- Accrediting and monitoring independent (private) schools and independent (private) ECS operators, international schools and institutional programs to assure compliance with provincial and contractual requirements.

Types of guidance available for problem solving:

Guidance and assistance related to past practice are available from the branch Director, ECS Accreditation Lead, Private Schools Accreditation Lead, 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, Accreditation and Monitoring 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, Accreditation and Monitoring is primarily accountable for providing advice and expertise to assist in the resolution of issues affecting ECS operators/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, Accreditation and Monitoring 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.

Who is affected by recommendations/decisions and action taken?

- The 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
- 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, Accreditation and Monitoring is responsible for providing informed recommendations to assist the Minister in reaching decisions.

Stakeholders have assurance that their input is considered. The Manager, Accreditation and Monitoring 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:

- 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, and support staff:

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

Senior government officials:

- Contact is specific and the Manager, Accreditation and Monitoring assists in completion of tasks.

External:

Staff in other government departments:

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

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

- 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:

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

Parent/Public:

- 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)	Education	Business	

If other, specify:

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

- Business related experience in review, compliance or monitoring would be desirable
- Previous experience working in a school authority would be desirable

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		
Agility	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Identifies and manages required change and the associated risks: • Identifies alternative approaches and supports	Modifies processes/ procedures and reporting requirements to meet ADM/DM requests.

		<p>others to do the same</p> <ul style="list-style-type: none"> • 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>Understands the direction provided and makes necessary adjustments, communicates reason/rationale with impacted areas and stay focused on the task as changes are implemented.</p>
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>Identifying themes and trends for issues that are re-occurring, systemic and span multiple areas.</p> <p>Understanding the organizational structure and being able to navigate issues ensuring the appropriate area(s) are consulted and/or assigned an issue for resolution.</p>
Drive for Results	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<p>Works to remove barriers to outcomes, sticking to principles:</p> <ul style="list-style-type: none"> • Forecasts and proactively addresses project challenges • Removes barriers to collaboration and achievement of outcomes • Upholds principles and confronts problems directly • Considers complex factors and aligns solutions with broader organization mission 	<p>Provides clear direction, specific actions/activities to staff to ensure established deadlines are understood and adhered to.</p> <p>Ensures that senior officials are provided with complete, timely and accurate information; anticipating what additional information/data would be relevant to inform decision making.</p>
Build Collaborative Environments	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Collaborates across functional areas and proactively addresses conflict:</p> <ul style="list-style-type: none"> • Encourages broad thinking on projects, and works to eliminate barriers to progress • Facilitates 	<p>Working across the department to share and provide information that is relevant and/or contentious.</p> <p>Is prepared to delve into complex issues with a focus on improving the</p>

		communication and collaboration <ul style="list-style-type: none">• Anticipates and reduces conflict at the outset• Credits others and gets talent recognized• Promotes collaboration and commitment	process/procedures for stakeholders and/or staff/program areas.
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