

## New

Ministry

Education and Childcare

### Describe: Basic Job Details

#### Position

Position ID

Position Name (200 character maximum)

Senior Policy Analyst

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 Senior Policy Analyst is a public policy expert who provides comprehensive and diverse policy analysis services for the sector.

Reporting to the Director, School Accreditation Monitoring & Print Services, the Senior Policy Analyst has the responsibility to lead the development, issues analysis, consultation, options development, and implementation of education-related policies, legislation, regulations, and ministry initiatives for which the sector is responsible (e.g. early childhood services, school accreditation, program unit funding, severe disabilities funding, sections of the Guide to Education, Funding Manual and website content, etc.).

In addition, the Senior Policy Analyst represents the System Support and Student Records Sector on cross-divisional working groups led by other divisions and other ministries, providing expert policy advice to

promote evidence-based decisions, to ensure alignment with ministry and Government of Alberta (GOA) strategic direction and business plan goals.

## Responsibilities

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

1. The Senior Policy analyst leads policy and options development for consideration and decision by the Minister and senior management.

Activities:

- Provide policy advice, issue analysis, strategic research, and options development within the branch and sector.
- Lead policy review and the implementation of education-related policies, legislation, regulations, standards, programs, and initiatives.
- Develop policy frameworks and interfaces with program areas to ensure education-related issues are appropriately addressed in new or amended policies, legislation, regulations, and/or other policy instruments.
- Identify data and information needs to support evidence-based and timely policy and program/initiative development, implementation, and evaluation.
- Develop legislative requirements where necessary to support policy changes.
- Design and implement stakeholder and public engagement strategies, to support policy development.

2. The Senior Policy analyst leads project management and implementation planning of policy initiatives.

Activities:

- Provide in-depth support to identify the project scope, determine the implementation steps, and ensure that impacted stakeholders are informed of and contribute their perspectives to the implementation plan.
- Develop Terms of Reference, project plans and project status reports; identify project resource requirements; recommend establishment of project working teams; and plans and schedules.
- Monitor project processes, outputs and timelines using a variety of project management tools. Make adjustments as necessary after consultation and approvals.
- Prepare requests for proposals and manage the process of evaluating and hiring contractors after consultation and approvals. Manage external contractors including assigning and monitoring the workload and quality and the financial management of contracts.
- Coordinate with Communications in the development of materials and implementation of a communication strategy to provide stakeholders and interested parties with information regarding project development and implementation.
- Identify infrastructure and funding requirements to support branch and sector policy/resource initiatives including any policy design/program delivery by external service providers.

3. The Senior Policy analyst provides expert advice to the Minister, Deputy Minister, Executive Team, and other senior officials to facilitate the development of effective educational policies.

Activities:

- Lead or support the preparation of high quality and timely responses to Action Requests on policy-

related issues by working collaboratively with staff across divisions.

- Develop and coordinate briefings, background papers, and strategies for senior officials on key findings of current policy directions.
- Supports development of communication strategies and speaking points for the Minister and other senior officials to increase understanding and acceptance of key policy directions.
- Provide timely, accurate, complete, and responsive policy advice on key educational issues in order that the ministry establishes the right combination of direction giving instruments to achieve excellent learning outcomes.
- Independently handles unique issues by investigating, researching, analyzing, and providing viable solutions to the Minister and Executive Team.

4. Develop collaborative relationships with other departments and external stakeholders to further ministry priorities.

Activities:

- Support the development of integrated policy processes within the ministry and on a cross-ministry basis in order to ensure consistency and strategic alignment with common ministry goals and GoA priority initiatives.
- Provide leadership, direction, planning and integration to internal and external project committees to ensure alignment, to leverage knowledge and resources, and to deliver successful outcomes.
- Participate in division, Ministry, cross-ministry, and stakeholder working groups and committees, representing relevant perspectives of the sector and individual branch and Ministry as appropriate.
- Build and maintain effective working relationships with representatives from other departments and jurisdictions to gather intelligence, and provide advice to Senior Officials on a variety of provincial, national, and international education issues.
- Establish and maintain strong communication and working relationships with key partners and stakeholders to ensure timely and accurate facilitation of information between the ministry and school authorities.

## Problem Solving

Typical problems solved:

The Senior Policy Analyst reports to the Director, School Accreditation Monitoring & Print Services. The Director assigns work, describing the expectations of quality and time lines. The Senior Policy Analyst decides how the work is to be done, what the content is, what the important factors are that need to be considered, who to consult and how to involve other necessary expertise to address the problem. The Senior Policy Analyst determines what research is required and conducts the search for information, as required.

Typical problems solved include:

- Undertaking thorough policy analysis, including the comprehensive analysis of issues, identifying barriers and opportunities for improvement in the K-12 Education system.
- Awareness of government strategic priorities and demonstration of strong political acumen.

Types of guidance available for problem solving:

Existing policies or project plans provide broad guidance, however, in some cases, work will require

innovation and path finding to be successful.

- This position relies on professional knowledge and experience, well-developed internal and external information networks, synthesis and analysis of information, and the support of the manager and director to make decisions.
- Government Business plans and strategic documents are available to provide guidance on ministerial priorities.

Direct or indirect impacts of decisions:

Failure to have the appropriate policies, standards and policy instruments in place could result in regional differences in the quality of education provided, and increased ministerial liability.

## Key Relationships

Major stakeholders and purpose of interactions:

### Internal

Supervisor 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 Senior Policy Analyst assists in completion of tasks.

### External

Staff in other government departments - Collaborative working relationships are established and maintained. Information sharing is enhanced.

School authority staff and senior representatives of school authorities - 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

Bachelor's Degree (4 year)

Focus/Major

Public Administration

2nd Major/Minor if applicable

Designation

If other, specify:

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

Bachelor's degree required, Master's degree preferred in a related field such as political science, public policy, public administration or Education in order to provide the analytical and conceptual thinking abilities required for this role.

Minimum of three years experience in two or more facets of public policy development and coordination

(e.g., issue identification, research and analysis, options development, consultation, decision-making, implementation, evaluation/performance measurement).

## 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"> <li>Plans for how current situation is affected by broader trends</li> <li>Integrates issues, political environment and risks when considering possible actions</li> <li>Supports organization vision and goals through strategy</li> <li>Addresses behaviours that challenge progress</li> </ul>	Advancing recommendations to the Guide to Education and/or Funding Manual and/or charter and collegiate school application requirements, addressing gaps in policy documents that support school accreditation and monitoring work.
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"> <li>Engages perspective to seek root causes</li> <li>Finds ways to improve complex systems</li> <li>Employs resources from other areas to solve problems</li> <li>Engages others and encourages debate and idea generation to solve problems while addressing risks</li> </ul>	Participates in the accreditation team's post-review of applications and the private schools and ECS meetings with the mindset of identifying themes, causation with the perspective of advancing improvements to processes, procedures, and/or other means.
Agility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Proactively incorporates change into processes: <ul style="list-style-type: none"> <li>Creates opportunities for improvement</li> <li>Is aware of and adapts to changing priorities</li> <li>Remains objective under pressure and supports others to manage their emotions</li> <li>Proactively explains impact of change on roles, and integrates change in existing work</li> <li>Readily adapts plans and practices</li> </ul>	Has the ability to anticipate and understand changing environments, changing scopes/requirements and to adjust project plans, milestones and deliverables accordingly in order to achieve identified outcomes.
Drive for Results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Works to remove barriers to outcomes, sticking to	Understands the peak cycle of work activities,

		<p>principles:</p> <ul style="list-style-type: none"> <li>• Forecasts and proactively addresses project challenges</li> <li>• Removes barriers to collaboration and achievement of outcomes</li> <li>• Upholds principles and confronts problems directly</li> <li>• Considers complex factors and aligns solutions with broader organization mission</li> </ul>	<p>and takes pro-active steps to plan, co-ordinate and ensure deliverables are of high quality, on-time and complete (i.e., advancing accreditation policy recommendations for decision).</p>
Build Collaborative Environments	○ ○ ○ ● ○	<p>Involves a wide group of stakeholders when working on outcomes:</p> <ul style="list-style-type: none"> <li>• Involves stakeholders and shares resources</li> <li>• Positively resolves conflict through coaching and facilitated discussion</li> <li>• Uses enthusiasm to motivate and guide others</li> <li>• Acknowledges and works with diverse perspectives for achieving outcomes</li> </ul>	<p>Co-ordinates bringing functional areas together to share their experiences and challenges with the perspective of trying to share information as approaches and changes are being considered that span multiple areas where impacts may not be fully understood; and the importance of making those connections prior to decisions being made.</p>