New

Ministry

Education

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

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 Education Supports sector provides policy direction, approves funding, provides school accreditation services, administers programs and builds system capacity that promotes an inclusive education system for children and students. The School and Community Supports Branch provides leadership to build system capacity to meet the needs of children and youth through cross-ministry and welcoming, caring, respectful and safe learning environment initiatives, student attendance and re-engagement supports, low incidence and other specialized supports, and access to assistive technologies and resources for students who are visually impaired.

The Safe and Learning Environment branch provides leadership and support to encourage system capacity (school authorities, ministry and cross-ministry partners) to: raise awareness of social issues that negatively impact the social, emotional and mental health needs of children and youth, their families, and staff; develop and implement a mental health continuum of supports and services, including universal, targeted and individualized; and, inform cross-ministry and Education-specific policy impacting the educational, social, emotional and mental health needs of children and youth.

The Senior Policy Analyst is a public policy expert that provides comprehensive and diverse policy analysis services regarding the development and implementation of cross-ministry initiatives and programs that address the social, emotional and mental health needs of children and youth to support their success and

inclusion in school and wellbeing. Cross-ministry initiatives could be focused on a broad range of social issues including: prevention of bullying, youth suicide, trauma-informed practices, mental health and addictions, diverse sexual orientations, gender identities and gender expressions). The position will also be responsible for coordinating evaluation and management of Success in Schools.

The position will represent the Education Supports Sector/Alberta Education on cross-divisional and cross-ministry working groups to providing expert policy advice to promote evidence-based decisions, including data analysis.

Reporting to the Education Manager, this position functions within the parameters of applicable government and Ministry legislation, regulations, policies, directives and procedures.

Responsibilities

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

1.Provision of data and information collection, management, analysis and consultation services to determine requirements for, and the value of, current and potential programs, services and initiatives including:

- Development and implementation of a consistent data strategy for all units within the branch to ensure efficiency, efficacy and consistency in the collection, management, analysis and reporting of branch data.

• Consulting with branch and sector staff to develop and refine reporting and measurement tools, determine analytical methods, coordinate data collection, manage data sources, and perform quantitative and qualitative data analysis to quantify the impact of grant funding intended to increase the availability of a continuum of supports and services for students including FNEA's and Independent schools.

- Development of a data management and analysis specific to projects/grants.

2. Prepare reports and analysis of data/information to ensure program leaders have research results presented in an appropriate format to inform decision making including:

- Preparing data, evaluation findings, and research results for ministerial briefings and for presentation to internal and external staff and stakeholders;

- Identifying any further research to enhance or validate results;

- Working with cross-ministry and cross-government partners to identify and fill data and information gaps;

- Presenting findings to various sector, division, government and stakeholder groups

3. Lead policy and options development for consideration and decision by the Minister and senior management.

- 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.

4. Provide expert advice to the Minister, Deputy Minister, Executive Team, and other senior officials to facilitate the development of effective educational policies.

- 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.

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

- 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.

- Develop and support reporting activities to monitor and provide updates on Alberta Education action items to cross-ministry and stakeholder working groups and committees

- 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.

6. Support Alberta Education's response to the Office of the Child and Youth Advocate reports and other stakeholder groups

- Support the development for the coordination and evaluation of Success in Schools.

- Provide context, advice and support to division and sector for MHWB funding.

- Support Inclusive Education and Mental Health in Alberta Schools.

7. Support the data analysis and research needs of the sector as required. This may include:

- Collaborating with stakeholders and subject matter experts within and across ministries to support the development and refinement of provincial measures (e.g. activities related to the System Assurance and Assurance review,)

- Supporting the consolidation of data across the ministry to inform decision-making and support ongoing work (e.g. FNMI Directorate, Field Services, School Finance, etc.)

- Conducting environmental scans and literature reviews to support program needs (e.g. cross-ministry work related to youth homelessness, environmental scan on how other provinces are addressing any gaps of service between secondary & post-secondary for students who have low-vision/blindness, etc.)

- Collaborating with cross-ministry data and evaluation groups, as required (e.g., Health, AHS, CSS, Indigenous Relations, Evaluation and Assessment Network, etc.)

- Utilizing data visualization tools to develop dashboards for the sector that support the interpretation of large data sets.

Problem Solving

Typical problems solved:

The Senior Policy Analyst reports to the Education Manager. The Manager assigns work, describing the expectations of quality and timelines. 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 conduct the search for information, as required. The Senior Policy Analyst requires a comprehensive knowledge of a diverse array of datasets from small research studies to cross-ministerial administrative data. The Data Strategist is able to work independently and take a leadership role in identifying data solutions to resolve cross-ministerial program evaluation issues, conducting mixed-methods research and evaluation projects and the exercise of judgment in analyzing, reviewing and providing summary and synthesis of information through reports, proposals, recommendations and business cases. This position is also relied on to develop presentations and data dashboards to effectively present accountability and quality assurance information to partners and senior decision-makers. Creativity is required to present information, plans and reports in a manner appropriate for various audiences.

Typical problems solved include:

- Undertaking thorough policy analysis, including the comprehensive analysis of issues, identifying barriers and opportunities for cross-ministry projects that address the social, emotional and mental health needs of children and youth to support their success and inclusion in school and wellbeing.

Types of guidance available for problem solving:

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.
The position would also be able to use existing policies, project plans, legislation/regulations (e.g. Education Act), Government Business plans and strategic documents to guide their work.

Direct or indirect impacts of decisions:

This position will be involved in providing information and advice to cross-ministry partners on priority cross-ministry projects and initiatives. The decisions make will have impacts on the design and delivery of these projects and also on Education's and its stakeholders role in the projects.
The ability of this position to make decisions is critical. Decisions made impact the flow of work and directly impact students and school authorities.

Key Relationships

Major stakeholders and purpose of interactions:

INTERNAL

- manager and colleagues to exchange information; planning and project management; grant and contract management; collect, maintain, and analyze data; develop

summaries and recommendations; contribute to issues resolution; collaborate on initiatives and projects; and, identify opportunities for collaboration.

- other division managers, and support staff to exchange information; resolve issues; clarify applicable policies, guidelines and processes; provide recommendations and advice; participate in working groups; and collaborate on initiatives.

- Director and Executive Director to provide information, assist in the development and completion of assigned initiatives and projects and support issues identification and resolution.

EXTERNAL

- cross-ministry sectors and divisions (namely, Mental Health and Addictions; Health, Children's Services; Seniors, Community and Social Services; Justice; Public Safety and Emergency Services) to exchange information; resolve issues; initiate and complete collaborative projects.

- organizations receiving grant or contract funding to develop collaborative working relationship are established and maintained and ensure deliverables are high quality and on time.

- other external stakeholders to exchange information, provide advice and resolve issues relating to program operations, strategic initiatives/projects, and Alberta Education policies, resources and guidelines.

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)	Public Administration	Education	

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.

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). Experience in working on cross-ministry projects an asset.

The Senior Policy Analyst requires comprehensive knowledge of:
·mandate and intended outcomes of the School and Community Supports Branch;
·ministry, division and sector mandates;
· principles and frameworks applicable to planning and accountability, including relevant government and ministry policies, processes, guidelines and standards for the development of strategic and operational plans and reports;
· the political environment in which the ministry operates and relevant decision-making processes;
· applicable legislation, regulations, ministerial orders and guidelines (e.g., Education Act; Guide to Education: ECS to Grade 12; Funding Manual for School Authorities; Freedom of Information and Protection of Privacy Act; Government Accountability Act; Health Information Act; Family Supports for Children with Disabilities Act);
- quantitative and qualitative data analysis methods, including content, narrative and discourse analysis;
·the principles of ownership, control, access and possession (OCAP) in conducting First Nations research and evaluation projects;
· information systems and business productivity software used to carry out job responsibilities (e.g., Microsoft Word, Outlook, Excel, SharePoint, Power BI, SAS Visual Analytics, NVivo).
The Senior Policy Analyst requires well developed and demonstrated:
· problem-solving and critical thinking skills to synthesize and analyze complex information, identify key issues, solve problems, document new business needs and develop viable solutions;

· written and verbal communication and presentation skills, including ability to develop reports, dashboards and findings for senior decision-makers, articulate complex issues with broad implications and tailor messages to diverse audiences;
· analytical, evaluation and systems thinking skills, including ability to recognize broader implications of information, analyze data and information and develop solutions and recommendations for consideration of decision-makers;
· interpersonal and relationship management skills; must be able to function effectively in cross-ministry and cross functional situations and working groups;
· time management and organizational skills, including ability to plan and prioritize workload, coordinate assignments with concurrent and tight time lines and respond to demands of a dynamic environment;
· professional judgment and decision-making skills; and
· commitment to client service, teamwork, innovation and continuous improvement.
The Senior Policy Analyst must be able to
· coordinate multiple assignments with concurrent and strict deadlines;
· work in a dynamic environment with shifting priorities;
· identify emerging trends, issues and opportunities relating to the analysis of data and information;
· maintain a strategic focus while delivering results at the operational level;
· function independently as well as lead and contribute effectively within a team environment;
· motivate and influence others to achieve results;
· consistently demonstrate initiative, professional judgment, political sensitivity, diplomacy and creativity;
· develop and maintain collaborative working relationships with diverse stakeholders and partners; and demonstrate a high level of self-management skills with a strong results orientation.

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	○ ○ ○ ◉ ○	Integrates broader context into planning: • 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	Must be able to develop and run scenarios to determine if policy and practices align with government direction while considering feedback from stakeholders to determine where changes are recommended.
Creative Problem Solving	○ ○ ◉ ○ ○	Engages the community and resources at hand to address issues: • Engages perspective to seek root causes • Finds ways to improve complex systems • Employs resources from other areas to solve problems • Engages others and encourages debate and idea generation to solve problems while addressing risks	Focus on identification of root causes to resolve identified issues. Identifies solutions to complex problems while considering the perspectives of several stakeholders. Requires collaboration with ministry and cross-ministry partners.
Agility	○ ○ ○ ◉ ○	Proactively incorporates change into processes:	Has the ability to anticipate and

		• 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	understand changing environments, changing scopes/requirements and to adjust project plans, milestones and deliverables accordingly in order to achieve identified outcomes.
Drive for Results	○ ○ ○ ◉ ○	Works to remove barriers to outcomes, sticking to principles: • 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	The individual in this role must have the skills and knowledge to develop, monitor, evaluate changes to department funding policies to assess their impact of external stakeholders. To be successful in this role, they should have superior communication skills.
Build Collaborative Environments	○ ○ ○ ◉ ○	Involves a wide group of stakeholders when working on outcomes: • 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	Works across the department, other ministries and/or with stakeholders to bring subject matter experts together to develop comprehensive recommendations to address complex issues; stakeholders have confidence in capabilities, expertise, knowledge resulting in credibility and the ability to move cross-ministry projects forward.