

## Update

Ministry

Education

### Describe: Basic Job Details

#### Position

Position ID

Position Name (200 character maximum)

Program Analyst

Current Class

Job Focus

Operations/Program

Supervisory Level

00 - No Supervision

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

#### Employee

Employee Name (or Vacant)

#### Organizational Structure

Division, Branch/Unit

FNMI/First Nations Education - North

Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Manager, FNE - North

Supervisor's Current Class

Manager (Zone 2)

### Design: Identify Job Duties and Value

#### Changes Since Last Reviewed

Date yyyy-mm-dd

Responsibilities Added:

Responsibilities Removed:

## Job Purpose and Organizational Context

Why the job exists:

The First Nations, Métis and Inuit Education Division is dedicated to supporting systemic change across the education system to close the achievement gap between First Nations, Métis and Inuit students and non-Indigenous students, and to ensure that all Alberta students are knowledgeable, understanding and respectful of the rich diversity of Indigenous peoples, including their cultures, language and histories; the importance of treaties; and the legacy of Indian Residential Schools.

Reporting to the Manager, First Nations Education North, the Program Analyst provides a broad range of analysis and support services for agreements, initiatives, programs, grants and other bi-lateral or trilateral agreements directed at eliminating the achievement gap between FNMI students and other students in Alberta. The position fosters and champions a collaborative approach, and informs operational and strategic decisions of the branch, sector and department and contributes to identifying opportunities to address the challenges, integration and prioritization of programs, policies and initiatives that support FNMI learner needs, improve education outcomes and increase capacity to participate in developing long-term solutions and approaches. This position also supports project management for operations and initiatives led by the branch, relating to Indigenous student success; this includes application of assurance methods to ensure performance metrics are met. Responsibilities also include community engagement, development of operational guidelines and drafting communication in regards to educational material, correspondence, ministry briefings and reporting.

Staff in the branch work in an area that is politically sensitive with complex relationships that builds and reinforces sustainable short term and long term programs and initiatives.

## Responsibilities

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

1. Support the ministry's effort to ensure eligible FNMI organizations have the funding capacity required to participate in provincial programs, strategies, and/or initiatives designed to enhance and strengthen FNMI education. This includes:
  - Assessing grant applications against program or initiative criteria and requirements.
  - Identifying components of the proposed initiative that need further clarification, meet funding criteria under other grant programs, etc.
  - Ensuring application outcomes meet the program commitments and have evaluation measures in place.
  - Providing guidance and advice to applicants in completing grant applications including developing long-term program planning and commitment as well as prioritizing of initiatives.
  - Identifying existing programs/initiatives and resources to support the applicants' proposals and strategies.
  - Presenting grant applications/proposals to internal grant review committees and, where required, following up with applicants to clarify or revise application.
  - Managing day-to-day grant activities, and assess all grant reporting including the writing of final reports that assess grant program outcomes.
  - Reviewing and analysis of interim and final grant reports. Use the analysis to inform briefings, make recommendations on maintenance or revision of grant programs and propose new programming.
  - Providing advice and recommendations for strengthening grant programming and processes.
2. Support development and implementation of bi-lateral and/or tri-lateral agreements designed to improve FNMI education. This includes:
  - Supporting collaboration and coordination with key stakeholders, including FNMI organizations, provincial school authorities, post-secondary teacher education programs, professional development organizations and the Federal Government (e.g., Indigenous Services Canada). Development of networks within the ministry and other ministries is also required.
  - Collaboratively identifying systemic and resource barriers that impede FNMI education success. Support the development of solutions that could be undertaken with the federal government and FNMI organizations to address these barriers.
  - Supporting recommendations and strategies to build systemic capacity. Implement strategies as required.
  - Coordinating meetings and providing support for senior official meetings. This will include the drafting of materials, development of annotated agendas, briefing notes, presentations, key messages and meeting

summaries.

- Developing necessary briefing material for senior FNMI Education Directorate officials.

- Assisting with developing draft agreements and supporting implementation of final agreements.

3. Developing and maintaining strong and productive relationships with FNMI stakeholders, strategic alliances with Ministry divisions, partnering ministries, education stakeholders, federal partners to foster common understanding, respect and open dialogue. This includes:

- Facilitating strategic communication and relationship building to open on-going communication and understanding.

- Assisting and facilitating the understanding of First Nations, Metis and Inuit histories, languages and cultures in developing a shared vision regarding FNMI education system design and delivery.

- Supporting ministry-to-ministry and government-to-government relationships and collaborative actions to ensure student success.

- Supporting and championing the inclusion of FNMI communities and organizations in the development of related policies, legislation and frameworks.

- Supporting other divisions regarding development and implementation of research projects and planning. This include the development of research activities that meet the needs of the branch and senior leadership.

- Maintaining communication summaries; development and maintenance of community profiles for use in briefing senior leadership and informing department activities.

4. Supporting the Minister's relationships with key partners and supporting fulfillment of the Minister's responsibilities pursuant to provincial legislation, programs and services. This involves:

- Notifying leadership of any information from FNMI communities or organizations that could significantly affect the Minister's relations with these communities or organizations.

- Identifying key individuals within FNMI communities or organizations who have significant influence within their communities or organizations.

- Completing Action Requests (AR's) as required, including the drafting of correspondence on behalf of the senior leadership and completing briefing notes.

- Supporting identification of options to address issues that affect the Minister's ability to fulfill his/her responsibilities pursuant to provincial legislation, programs and services.

- Identifying opportunities for improving relations with key partners and opportunities for improving programs, services, strategies, and agreements or initiatives.

5. Continuous improvement efforts within and for the Branch. This involves:

- Supporting the development of recommendations and options regarding Branch planning, influencing changes internally and externally to affect positive change.

- Supporting research on wise/best practices and review of other jurisdictional processes and practices and recommend application to branch programs and policies.

## Problem Solving

Typical problems solved:

This position works in a complex, continually evolving environment and is relied on to integrate diverse types of data, identify, analyze, evaluate, and recommend opportunities for improvement or initiation. The analyst is key in providing an evidence-informed approach to refining those activities or considering alternative approaches.

The analyst supports strategic planning and provision of stakeholder-focused services within the branch and sector by collecting, analyzing, and reporting to identify issues and trends, identify options and implication, and inform decisions regarding provincial programs, policies, priorities and initiatives.

This position must understand complex relationships and integrate occasionally conflicting perspectives and priorities of internal and external stakeholders. The Analyst is expected to develop and maintain effective working relationships with ministry staff and stakeholders to support evidence-based decision making and risk mitigation.

This position exercises sound judgment when collecting and analyzing information; prioritizing project activities to meet deadlines and requirements and coordinating workflows with tight and often concurrent timelines.

Types of guidance available for problem solving:

Guidance is available from the the Manager of First Nations Education, North; the Director of First Nation Education North and Executive Director. Guidance is also available through existing Government of Alberta policies and directives including: Self-Government Policy Framework; First Nations Consultations Guidelines and the Education Funding Manual.

Direct or indirect impacts of decisions:

This position provides analysis and reporting services that contribute to successful daily operations of the branch and ministry. This information is crucial to the Minister and the ministry in meeting goals, as well as determining gaps and opportunities.

The Analyst supports strategic planning and provision of stakeholder-focused services within the branch and sector by collecting, analyzing, and reporting on information to determine issues and trends, identifying options and their implications, and informing decisions regarding provincial programs, policies, priorities and initiatives.

### Key Relationships

Major stakeholders and purpose of interactions:

Branch staff: To collaborate, cooperate, share information and issues resolution  
 Directorate staff and leadership: To collaborate, share information, provide updates and issues resolution  
 Ministry divisions: To provide advice, input, share information, and collaborate and coordinate programs and initiatives.  
 Partnering GoA ministries: Collaborate on initiatives, share information; provide support and cooperation on initiatives, services and programs and provide advice  
 FNMI communities/organizations: To provide support, advice, and guidance regarding framework agreements, grant programs/initiatives, education programs, supports and resources  
 Federal Government depts/agencies: Collaborate on initiatives, funding, share information; provide support and cooperation on initiatives, services and programs and provide advice  
 Education partners/stakeholders: To provide advice, input, share information, and collaborate and coordinate programs and initiatives.

### Required Education, Experience and Technical Competencies

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

If other, specify:

Natives Studies

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

The position requires a post secondary degree in Native Studies, Education, Political Science, or related field with a minimum of two years of directly related experience. Familiarity with Indigenous cultures and knowledges is an asset.

The position requires the following skills and abilities:

- Strong political acumen and an ability to navigate changing priorities
- Ability to develop and maintain positive relationships with a variety of stakeholders and partners
- Ability to work across multiple ministries, partnerships and stakeholder groups
- Ability to weigh multiple needs to maximize results and achieve the best solution
- Ability to lead, coordinate and guide the conversation/engagement process on complex initiatives
- Ability to shift priorities to meet changing demands and timelines
- Excellent verbal and written communications skills including writing and presentation skills
- Issues management, project management and planning skills to handle multiple priorities
- Facilitation and conflict resolution and consensus building skills
- Critical analysis and problem solving skills
- Strong facilitation and negotiating skills to promote consensus, collaboration and integration of initiatives

### 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		

Develop Networks	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Works on maintaining close relations with all stakeholders:</p> <ul style="list-style-type: none"> <li>• Identifies key stakeholder relationships</li> <li>• Has contact with range of interested parties</li> <li>• Actively incorporates needs of a broader group</li> <li>• Influences others through communication techniques</li> </ul>	<p>The staff member ensures that they are in regular contact with stakeholders and strives to build strong connections within these relationships. Maintains accurate and detailed records of interactions with stakeholders</p>
Build Collaborative Environments	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Facilitates open communication and leverages team skill:</p> <ul style="list-style-type: none"> <li>• Leverages skills and knowledge of others</li> <li>• Genuinely values and learns from others</li> <li>• Facilitates open and respectful conflict resolution</li> <li>• Recognizes and appreciates others</li> </ul>	<p>The staff member works hard to foster regular open and honest communication and demonstrates transparency and accountability.</p>
Systems Thinking	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Considers inter-relationships and emerging trends to attain goals:</p> <ul style="list-style-type: none"> <li>• Seeks insight on implications of different options</li> <li>• Analyzes long-term outcomes, focus on goals and values</li> <li>• Identifies unintended consequences</li> </ul>	<p>The staff member understands that Indigenous student success depends on identifying and addressing long-standing and complex systemic barriers. Some of these barriers stem from within the education system itself while others lie within other systems, including health, legal, and social service systems.</p>
Agility	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Works in a changing environment and takes initiative to change:</p> <ul style="list-style-type: none"> <li>• Takes opportunities to improve work processes</li> <li>• Anticipates and adjusts behaviour to change</li> <li>• Remains optimistic, calm and composed in stressful situations</li> <li>• Seeks advice and support to change appropriately</li> </ul>	<p>Working in a highly complex political environment the staff member must be able to carefully navigate conversations and competing priorities.</p>

• Works creatively within guidelines

### Benchmarks

List 1-2 potential comparable Government of Alberta: [Benchmark](#)

Research, Planning and Policy Analyst - 023PS68  
Policy and Planning Consultant - 023PS72

### Assign

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Date yyyy-mm-dd

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Supervisor / Manager Name

\_\_\_\_\_  
Date yyyy-mm-dd

\_\_\_\_\_  
Supervisor / Manager Signature

\_\_\_\_\_  
Director / Executive Director Name

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Date yyyy-mm-dd

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Director / Executive Director Signature

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ADM Name

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Date yyyy-mm-dd

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ADM Signature

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DM Name

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