New

Ministry

Education and Childcare

Describe: Basic Job Details

Position

Position ID

Position Name (200 character maximum)

Manager, Policy and Accreditation

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 Manager, Policy and Accreditation is a public policy expert who provides comprehensive and diverse policy analysis services for the sector.

Reporting to the Director, the Manager, Policy and Accreditation will apply extensive knowledge and experience in both the areas of policy and in ECS to grade12 educational programming and operations, to oversee the develop of policy documents for accreditation and approval processes and requirements related independents schools and ECS, charter schools, collegiate schools, and Alberta Accredited International Schools and ECS program monitoring. The Manager, Policy and Accreditation ensures that all processes related to school accreditation and approvals are maintained and updated in a timely manner. The Manager, Policy and Accreditation will also provide guidance and interpretation of policies related to independent schools, independent 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 independent schools, independent 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:

Within the context of Program and System Supports Division's purpose and core functions, the Manager, Policy and Accreditation will apply extensive knowledge and experience in both the areas of policy and in ECS to grade12 educational programming and operations in leading the following activities.

1. Ensuring accreditation and monitoring related legislation, policies, programs and initiatives are designed and implemented to support ministry priorities, sector mandates and the requirements of school accreditation and monitoring.

Activities:
• Provide leadership and support in the development of accreditation and monitoring policies and legislation by providing policy guidance and interpretation, review, issue analysis, research and options development on complex policy issues within the sector's accountabilities, to support and align with ministry goals and priorities.
• Leads and supports implementation and delivery of department legislation, policies, programs and initiatives through provision of consultation, interpretation, advice, subject-matter expertise and other services to relevant department program areas, cross-ministry areas and applicable school authorities and stakeholders.
• Coordinates research and analysis activities to support current and emerging policy issues, including establishing environmental and cross-jurisdictional scanning, research and data analysis processes, to identify and analyze emerging issues and trends that may affect ministry issues and priorities.
• Supports and participates in varied forms of collaborative processes within Program and System Support division to enhance communication, relationships, and efficiency of operations.
• Reviews and recommends revisions to provincial policies, regulations and standards.

2. Leading SAMPS and other department staff in accreditation, approval and monitoring processes in alignment with legislations, regulations, and policies to support teaching and learning across the province.

Activities:
• Manages and review applications, correspondence, and processes associated with accreditation and approvals.
• Engages through written and electronic means with accreditation team members 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 school approvals to the Minister of Education and Childcare.
• Recommends to the Minister a discontinuation of accreditation and is responsible for the processes and procedures associate with removing accreditation for 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.
• Supports monitoring of accredited schools as required by providing support, direction and guidance on operational and administrative queries as they relate to school operations.
• Ensures the questions and concerns of clients, stakeholders and partners are addressed in a timely, accurate, and appropriate manner that meets department quality standards.
• Leads a collaborative team to provide an appropriate level of oversight to ensure educational programming is in compliance with all contractual agreements, policies, and directives.
• Provides strategic direction to the ongoing development and continuous improvement of monitoring

processes.

3. Keeping senior and executive leadership informed, providing sound options and recommendations on a variety of education issues, and ensuring briefing papers, activity status reports, action requests responses, and draft correspondence for the Minister and other senior Ministry representatives are prepared in a timely and appropriate manner.

Activities:
• Researches issues, develops and coordinates briefings, initiative status reports, action requests responses, and draft correspondence for the Minister and other senior Ministry representatives in a timely and appropriate manner.
• Gathers input from stakeholders within and outside the ministry on key trends, issues, gaps and priorities that pertaining to sector mandates.
• Keeps the Director abreast of emergent issues and concerns, provides advice on issues with implications for the sector and department and timely and effective responses.
• Maintains current knowledge in educational policy and research to support senior sector representatives with continual development and enhancement of service excellence framework.
• Maintains current knowledge and awareness of current issues in order to provide accurate and timely information.
• Collaborates with other Education branches, sectors and divisions, including Department Communications to ensure relevant considerations and key messages are included.

4. Working to achieve Program and System Supports Divisions' purpose and core functions in support of the department's vision, mission and business plan.

Activities:
• Researches issues, develops and coordinates briefings, initiative status reports, action requests responses, and draft correspondence for the Minister and other senior Ministry representatives in a timely and appropriate manner.
• Gathers input from stakeholders within and outside the ministry on key trends, issues, gaps and priorities that pertaining to sector mandates.
• Keeps the Director abreast of emergent issues and concerns, provides advice on issues with implications for the sector and department and timely and effective responses.
• Maintains current knowledge in educational policy and research to support senior sector representatives with continual development and enhancement of service excellence framework.
• 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 purposes, outcomes, results and measures in the context of the department's values and principles.
• Supports and participates in varied forms of collaborative processes with Program and System Support Division to enhance communication, relationships, and efficiency of operations.

Problem Solving

Typical problems solved:

The Manager 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 assesses information from school authorities, educational stakeholders (e.g., the Alberta Teachers' Association; the Alberta School Boards Association, Association of Independent Schools and Colleges of Alberta; etc.) and other related Government of Alberta Ministries (e.g., Primary and Preventative Health Services, Children and Family Services, Assisted Living and Social Services) for assistance in problem-solving.

The foundation of effective problem-solving by the Manager 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 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 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 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.

Types of guidance available for problem solving:

Examples of difficult or challenging situations faced by the Manager include:
• Actively participating on teams to design and implement projects, programs, and processes for quality improvement.
• Analyzing existing programs and services within 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.

Guidance and assistance related to past practice are available from the branch Director, project team leaders, 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 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 is primarily accountable for providing advice and expertise to assist in addressing ministry priorities and the resolution of issues affecting 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 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 and Childcare
• Provincially elected officials (MLAs, Standing Policy Committee)
• Other government departments, other divisions of Alberta Education and Childcare, 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 is responsible for providing informed recommendations to assist the Minister in reaching decisions.

Stakeholders have assurance that their input is considered. The Manager 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
Ongoing and as required
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, other ministry staff and support staff
Daily, weekly
Collaborative working relationships result in enhanced efficiency and ability to solve problems and initiate and complete projects.

Senior government officials
Regular and as required
Contact is specific and Manager assists in completion of tasks.

EXTERNAL
Staff in other government departments
Regular and as required
Collaborative working relationships are established and maintained. Information sharing is enhanced.

ECS operators, school authority staff and senior representatives of school authorities
Ongoing and as required
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
As required
Increased awareness and understanding of provincial priorities and initiatives. Enhanced partnering on specific projects. Integration of feedback for strategic planning purposes.

Parent/Public
As required
Increased awareness, understanding, and satisfaction, particularly in areas related to disputes and direct replies.

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation

If other, specify:

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

The Manager requires demonstrated and comprehensive knowledge of:
• the *Education Act* and regulations; Guide to Education: ECS to Grade 12; Funding Manual for School Authorities; Program of Studies and other applicable legislation, regulations, ministerial orders and guidelines;
• the Alberta education system (ECS to Grade 12), including operations of ECS operators, schools and school authorities;
• clients and stakeholders affected by the sector and Ministry mandates;
• government strategic and policy directions and business plan goals relating to the Ministry mandate;
• government strategic priorities, Ministry business plan goals, issues, programs and resources;
• processes and issues pertaining to policy and legislation development, coordination and capacity building; and the ability to accurately interpret policy and legislation and how it applies to specific contexts.
• the structure, operation and decision-making processes of government; and
• business related experience in review, compliance or monitoring would be desirable.

The Manager requires significant and demonstrated:
• ability to analyze complex issues, think strategically, anticipate issues and their corresponding impact to the ministry and government;
• problem-solving skills and the ability to provide effective solutions;

- strategic and critical thinking skills, including ability to understand complex issues, synthesize information and function at the strategic level;
- interpersonal and consultation skills to achieve consensus;
- managerial and organizational ability, including strong leadership and coaching skills;
- human resources and financial management skills;
- skills and experience in policy development and associated processes (e.g., research and analysis, stakeholder engagement, options development, evaluation, etc.);
- experience working with a variety of stakeholders;
- experience briefing senior officials and providing succinct analysis under tight timelines and high pressure situations;
- project planning and management skills, including establishing outcomes, measurement and evaluation related to projects, programs or initiatives;
- change management, facilitation, mediation and negotiation skills;
- relationship management, interpersonal and consultation skills and the ability to inspire cooperation;
- professional judgment and decision-making skills;
- presentation and communication skills (written and verbal); and
- commitment to continuous improvement and innovation.

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	○ ○ ◉ ○ ○	Takes a long-term view towards organization's objectives and how to achieve them: • 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	Identifying themes and trends for issues that are re-occurring, systemic and span multiple areas. Understanding the organizational structure and being able to navigate issues ensuring the appropriate area(s) are consulted and/or assigned an issue for resolution.
Agility	○ ○ ◉ ○ ○	Identifies and manages required change and the associated risks: • 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	Modifies processes/ procedures and reporting requirements to meet ADM/DM requests. Understands the direction provided and makes necessary adjustments, communicates reason/ rationale with impacted areas and stay focused on the task as changes are implemented.

		• Makes decisions and takes action in uncertain situations and creates a backup plan	
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	Understanding unique characteristics of the education system challenges and leveraging knowledge and understanding of political and government processes to advance recommendations that address the issue and/or sets policy direction.
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	Working across the department to share and provide information that is relevant and/or contentious. Is prepared to delve into complex issues with a focus on improving the process/procedures for stakeholders and/or staff/program areas.

Benchmarks

List 1-2 potential comparable Government of Alberta: Benchmark

Manager, Accreditation and Monitoring Manager, Research and Policy