

New

Ministry

Education

Describe: Basic Job Details

Position

Position ID

Position Name (200 character maximum)

Regulatory Specialist

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 Act provides the statutory authority for the Alberta Teaching Profession Commission and the appointment of an arm's length Commissioner to oversee teacher and teacher leader conduct and competency complaints for the profession. This process applies to all teacher and teacher leaders under the Education Act (the Act).

The Commission oversees a new model, which came into force on January 1, 2023, for teacher and teacher leader disciplinary matters that brings Alberta in line with best practices used in comparable provinces and other regulated professions. The new Commission protects students and enhances accountability and transparency for disciplinary matters as a regulated profession.

Reporting to the Manager, Professional Assurance, this position is responsible for the development and implementation of strategic and operational initiatives, including operational procedures, performance measurement and evaluation, communications products. The position coordinates defined projects and may be responsible for components of larger projects or initiatives that impact the branch or the Commission. The position has a direct impact on the operational effectiveness of the services provided by the branch and in providing quality

assurance measures.

The position will directly support the discipline/complaint process through the application and interpretation of legislation, regulations, standards, practices and processes. The position will support the assessment and analysis of complaints in accordance with the Education Act and the Professional Conduct and Competency for Teachers and Teacher Leaders Regulation (the Regulation) by assessing complaint, drafting allegation statements and preparing decisions on behalf of the Commissioner for consideration.

Responsibilities

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

Research and Data Analysis

- Provide analysis in the evaluation of processes and initiatives for quality assurance, issues, trends and best practices.
- Provide advice and recommendations regarding reporting and statistical analysis.
- Identify, evaluate and determine appropriate data sources and information to assist in identifying and framing issues. Provide options for data-driven decision making and establishing operational priorities.
- Create and maintain reporting requirements for branch management.
- Identify opportunities, initiate, and lead projects that will improve the availability, access and quality of operational data and reporting.
- Analyze data and prepare reports.
- Establish, monitor, and report branch performance standards, indicators and measures.

Program Development

- Support the development and maintenance of resources available to internal and external audiences.
- Identify and analyze emerging trends and best practices in the area of professional regulation.
- Draft and maintain operational policy and procedures, including development and continuous improvement of templates and tools in digital format that support operational procedures.
- Develop briefing material, presentations, research papers and other documents as required.
- Coordinate projects using accepted project management techniques to achieve desired outcomes. Develop and maintain appropriate project documentation, including project plans. Support the execution of projects through monitoring and reporting.
- Develop and assist with the delivery of training and information sessions as well as updating information and training materials regarding teacher discipline in Alberta. This could include: brochures, tip sheets and additional complaint process checklist/guidelines, website information, complaint form etc.

Assess complaints and draft decisions

- Support the teacher discipline process by working with Professional Assurance Officers and the Manager to interpret and apply legislation, standards, processes and protocols concerning teacher conduct and competency complaints.
- Determine the nature of complaints and draft allegation statements.
- Identify legislative requirements regarding complaints.
- Conduct preliminary inquiries related to a complaint by analyzing and verifying information, which may include documentation provided by parties involved in the complaint.
- Draft decisions after preliminary inquiries, investigation, mediation or dispute resolution, recommending a course of action based on caselaw and precedent.

Problem Solving

Typical problems solved:

The position requires a high level of creativity and innovation, independent research and ability to identify implications, define issues and develop creative and appropriate solutions. The work of the Commission is complex, politically and strategically sensitive, and has significant impacts on members of the teaching profession. The work of the branch impacts other areas within the Commission and intersects with components across the discipline process.

The role must understand the complex interrelationships between other parties to the discipline process, and work to ensure a high degree of accountability in deliverables. The role must also identify strategic connections and ensure that work is viewed with a strategic long-term perspective.

This position prepares advice for the Manager and Director, Professional Assurance as it relates to teacher discipline policy and operations. Further, this position assesses complaints, and provides technical advice, and provides advice on next steps for complaints.

The incumbent must think strategically and act quickly to formulate solutions in high pressure, complex, and often controversial situations. The individual is also in frequent contact with the public.

The incumbent must actively lead and participate on teams to design and implement strategic initiatives, projects, programs, and processes for quality improvement for matters related to teacher discipline.

This position is responsible for researching, analyzing, and incorporating (into an Alberta context) new initiatives in the areas of accountability for teacher discipline matters and identifying and promoting best practices in the area of teacher discipline matters. As such, it is critical that the individual remains continuously sensitive to the larger political and societal context in which the key objectives for the Commission and the Department are achieved.

Types of guidance available for problem solving:

The position exercises significant discretion in determining how responsibilities are performed and is provided independence to coordinate complex priorities. Professional judgment is applied when researching, analyzing and presenting information and recommendations, managing projects with demanding timelines. In addition, the position requires political sensitivity and the ability to maintain a neutral and objective approach.

Relying upon knowledge, skills, and past experience to solve problems and provide advice, particularly in response to emergent issues related to teacher and teacher leader discipline matters.

Consulting with other branch staff and relying on their knowledge, skills and experience.

The Regulatory Specialist functions within the context of established policies, statutes, directives, and guidelines, with key pieces of legislation setting parameters for the work including the Education Act, Professional Conduct and Competency for Teachers and Teacher Leaders Regulation, the (former) Teaching Profession Act and the (former) Practice Review of Teachers and Teacher Leaders Regulation.

The Director of Professional Assurance will provide overall branch direction and guidance.

Direct or indirect impacts of decisions:

This position is primarily accountable for providing advice and expertise to the Manager and Director of Professional Assurance. The position directly impacts the ability of the Alberta Teaching Profession Commissioner to make well informed decisions in regards to teacher and teacher leader conduct and competency, and has an impact on the operational effectiveness of regulating the teaching profession.

The position will support addressing complaints of alleged unprofessional conduct and professional incompetence filed against Alberta certificated teachers and teacher leaders and in determining the appropriate course of action to take in a complaint and preparing the appropriate decision for the Commissioner.

Key Relationships

Major stakeholders and purpose of interactions:

Internal:

- Professional Assurance Manager and Director: Receives direction, supports initiatives, provides briefings and recommendations.
- Professional Assurance Officers and Alberta Teaching Profession Commission staff: Works collaboratively with the team as it relates to professional assurance.
- Information technology services: collaborates with Ministry and GOA IT services to ensure technology solutions meet business needs and in compliance with government standards.
- Communications: collaborates with Ministry Communications services in the preparation of public facing content.

External:

- The position may directly interact with complainants and/or teachers and teacher leaders.

Required Education, Experience and Technical Competencies

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

If other, specify:

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

University degree in a related field plus four years of progressively responsible experience in program and/or policy development. The position requires knowledge and understanding in the following areas:

- Program development, policy/legislation, regulations and decision-making processes, including interpreting and writing policy and procedure documents, interpreting and applying legislation.
- Project management or coordination, including methodologies and tools.
- Gathering and analyzing various sources of information and preparing reports with recommendations.
- Rules of natural justice and procedural fairness.

To be successful, the position requires the following skills and abilities:

- Research methodologies and tools to conduct environmental scanning, data collection, analysis and reporting. Ability to synthesize findings into valid and credible recommendations.
- Advanced understanding of designing and developing digital services.
- Creative problem-solving and independent critical thinking skills with the ability to recommend innovative solutions to complex issues.
- High developed written communication skills.
- Project management skills with the ability to successfully manage multiple competing complex projects.
- Leadership skills to successfully lead projects and working groups.
- Analytical skills, including ability to synthesize and analyze information obtained from broad and varied sources.
- Strategic thinking skills, including ability to look at the big picture and develop innovative and feasible options and strategic solutions to operational, policy and service delivery issues.
- Strong interpersonal, collaboration and relationship building skills.
- Strong analytical and evaluation skills in relation to assessing complaints brought forward.

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		
Drive for Results	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Takes and delegates responsibility for outcomes:</p> <ul style="list-style-type: none"> • Uses variety of resources to monitor own performance standards • Acknowledges even indirect responsibility • Commits to what is good for Albertans even if not immediately accepted • Reaches goals consistent with APS direction 	<p>Takes past experience and organizational objectives into considerations when planning and executing tasks.</p> <p>Identifies and acts on opportunities to achieve desired outcomes based on objective, criteria based decision making.</p> <p>Develops systems to understand requirements and to exceed expectations.</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"> • Takes opportunities to improve work processes • Anticipates and adjusts behaviour to change • Remains optimistic, calm and composed in stressful situations • Seeks advice and support to change appropriately • Works creatively within guidelines 	<p>Asks questions, seeks clarification and assesses how things will be different when change is introduced or anticipated.</p> <p>Takes advantage of opportunities to change how work is completed to address obstacles and improve work outcomes.</p>
Creative Problem Solving	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Focuses on continuous improvement and increasing breadth of insight:</p> <ul style="list-style-type: none"> • Asks questions to understand a problem • Looks for new ways to improve results and activities • Explores different work methods and what made projects successful; shares learning • Collects breadth of data and perspectives to make choices 	<p>Asks questions to gain a deeper understanding of issues.</p> <p>Contributes ideas and research-based recommendations to address challenges and to better deliver on organizational objectives.</p>