

## New

Ministry

Education

### Describe: Basic Job Details

#### Position

Position ID

Position Name (30 characters)

Manager Program Implementation

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:

Reporting to the Director, Implementation & Engagement Branch, the Manager of Program Implementation provides strategic leadership in research, consultation, design, development, coordination and deployment of a provincial curriculum implementation model and strategies to be applied across all provincial Kindergarten to Grade 12 (K-12) curriculum, in English and French, with related resources and assessment where appropriate.

The Manager, Program Implementation, is responsible for managing a team and overseeing the development of the implementation plan and annual provincial curriculum implementation priorities through consultation with internal and external partners pertaining to

- various aspects of preparing the field for implementation of new curriculum (including but not limited to professional learning, communications, engagement specific to implementation and information products to support school authorities in implementation)
- coordinating the K-12 classroom piloting process
- on-going implementation timelines
- sustainable curriculum (including but not limited to evidence-based continuous improvement practices) as new curriculum is implemented across all grades

This role includes responsibilities for facilitating strategic discussions with key external stakeholders, the

development of processes in collaboration with internal stakeholders across the department. The manager will build strong collaborative relationship with diverse internal and external education partners to lead the development and deployment of supports that build the capacity of school authorities and other education stakeholders with implementing current and new provincial curriculum and associated initiatives.

## Responsibilities

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

1. Lead the design, development, coordination and deployment of the Provincial Curriculum Implementation model and strategies including implementation of provincial approach to professional learning, system readiness, classroom piloting of new curriculum, and continuous improvement in both English and French across the K-12 system.
  - Lead the development of the overall timeline for implementation to guide implementation of all grade cohort groups.
  - Oversee the development of annual provincial curriculum implementation priorities through consultation with internal and external partners pertaining to various aspects of preparing the field for implementation of new curriculum (including but not limited to professional learning approach, delivery and supports, classroom piloting preparedness, data collection and readiness assessments, communications and stakeholder engagement), on-going implementation timelines, and sustainable curriculum (including but not limited to evidence-based continuous improvement practices) as new curriculum is implemented across all grades.
  - Lead the coordination of the key aspects of implementation (professional learning, classroom piloting process, hours of instruction and continuous improvement of curriculum) within the plan as they are developed.
  - Lead the development of information products to support the implementation of new curriculum, classroom piloting processes and system readiness.
  - Lead the smooth transition from development to implementation of the plan with internal partners leading various aspects of implementation.
  - Ensure the provincial implementation strategy is inclusive of a diverse educational system.
  - Lead the design and delivery of all engagements with stakeholders specific to the design and implementation of the new curriculum, including classroom piloting.
  - Build strong, collaborative relationships with diverse internal and external education partners to lead the development and deployment of supports that build the capacity of school authorities and other education stakeholders for implementing current and new provincial curriculum and associated initiatives.
  - Respond appropriately to urgent requests in response to implementation needs as required.
  - Collaborate with stakeholders across the department to present and exchange information relating to curriculum implementation.
2. Lead the development of the approach to classroom piloting pertaining to implementation and new curriculum, integration of testing of new resource guidelines in English and French across Kindergarten to Grade 12 and the resulting changes to policy, programming and legislation that may arise as a result of data analysis.
  - Design and prepare a plan to coordinate classroom piloting actions.
  - Develop research questions and evaluation criteria to inform updates to curriculum, implementation supports, and new resource guidelines.
  - Apply data collection methods to collect feedback from the field and ensure evidence-based process is transparent and balanced.
  - Triangulate and analyze data to inform improvements.
  - Lead the management and mobilization of knowledge based on the results of classroom pilot findings with internal and external partners who programs are impacted through the preparation of findings and summary reports.
  - Communicate research findings with stakeholders who will prioritize changes to programs.
  - Lead the program changes to curriculum implementation as informed by the classroom pilot process.
  - Lead the development of policy and legislation resulting from classroom piloting in collaboration with policy professionals.
  - Lead system readiness assessment to determine implementation supports required by the field.

- Facilitate changes in program direction based on evidence and analysis resulting from continuous improvement process.
  - Develop and manage detailed project plans using appropriate project management processes.
  - Coordinate and lead the continuous improvement project plan.
  - Collect data that delivers high value to work with information management, research, and other ministry data system colleagues.
  - Identify required changes and potential improvements in data collection processes and systems, and implement changes that sustain and improve user experience, data quality, and data analysis.
  - Provide expert advice as needed to support the evolution of data processes and systems with an eye to future state analytics for the division.
  - Work with colleagues and education stakeholders to analyze and assess the impact of system changes coming from other parts of the ministry or government to advise management of benefits and risks and plan and execute appropriate action.
  - Ensure data reporting delivers value to users and improves over time.
  - Work with stakeholders, colleagues, information management specialists, and information technology staff to develop information products that meet the needs of various users.
  - Develop, maintain, and improve documentation describing good use and limits of use for particular datasets.
  - Pull data and provide data analysis to help colleagues and stakeholders answer business questions.
  - Monitor and report trends and anomalies in data.
  - Build and maintain Branch data management capacity and data as expertise grows.
  - Work collaboratively with team to ensure continuous improvement considerations are integrated into curriculum implementation program strands.
4. Lead the coordination of delivery and approach to professional learning to ensure coordinated efforts in provision of information and supports are available and accessible for school authorities on priority outcomes ie. Curriculum implementation, use of new learning and teaching resource guidelines and practices
- Lead the development and delivery of a coordinated approach to providing access to information, training and supports for school authorities with representatives from across the department.
  - Coordinate and lead cross-divisional committee to ensure alignment of professional learning support for the system.
  - Provide provincial leadership in supporting professional learning using multiple delivery models related to curriculum implementation and use of new learning and teaching resource guidelines and practices.
  - Lead engagement with school authorities and other partners (e.g., ATA, AAC) to develop shared understandings and strategies that respond to local and provincial needs and challenges related to curriculum implementation and use of new learning and teaching resource guidelines and practices.
  - Act as key liaison between the Ministry and a variety of education system partners with a mandate for professional learning.
5. Manage the curriculum implementation unit and contribute to branch management.
- Lead and manage unit operations to ensure outcomes are delivered in accordance with business and operations plans.
  - Prepare responses for information including Action Requests.
  - Provide analysis, business cases and briefings to advise decision makers.
  - Provide support and recommendations relating to issues, opportunities and challenges association with continuous improvement, professional learning and classroom pilots.
  - Provide interpretive, advisory and consultative services to colleagues, partners and stakeholders to achieve desired results.
  - Collaborate with policy leads to keep Guide to Education in alignment with curriculum implementation and continuous improvement cycle.
  - Recommend and collaborate on updates and changes to policy based on implementation.

### **Problem Solving**

Typical problems solved:

The manager will be expected to navigate through the following foreseeable challenges:

- Oversee a highly visible portfolio that garners attention from the media and the public.

- Lead the implementation of curriculum across grades and various phases (i.e. K-6 implementation will occur simultaneously as 7-10 piloting)
- Considering the diverse community partners advocating on behalf of their stakeholders while creating provincial implementation strategy
- Deliver on rapidly changing timelines and deliverables.
- Manage feedback obtained from school authorities, piloting teachers and members of the public.
- Lead the development of implementation and assurance of policies, new guidelines and new processes related to curriculum implementation in the province in a context that is broad in scope and increasingly complex to support new curriculum.

Types of guidance available for problem solving:

As there are multiple program policies impacting this role, there is little documented guidance. Guidance for implementation of this work will be taken from managing multiple and diverse perspectives of key partners and internal leadership.

Direct or indirect impacts of decisions:

This position impacts programming for school K-12; thousands of teachers and students. Not only in initial implementation, but how implementation and continuous improvement of the program for years to come.

## Key Relationships

Major stakeholders and purpose of interactions:

Deputy Minister, Assistant Deputy Minister, Executive Director: provide briefings, advice and recommendations

Director: Work closely with the Director to determine and respond to stakeholder and program needs resulting from implementation of new curriculum, new resource guidelines and continuous improvement processes. Provide recommendations and advice. Collaborate on projects and initiatives

Employees: Mentor, guide, develop and lead in order to plan, manage workload and priorities, coordinate operational requirements and initiatives

Division and ministry staff: Share information and maintain effective working relationships in order to understand and incorporate multiple perspectives into priority work, contribute to various departmental priorities as appropriate, provide recommendations and advice, and exchange information

Service providers: Increase awareness of implementation processes

School authority representatives: Establish collaborative working relationships to enable their input on the development of implementation processes

Representatives of other governments: Establish collaborative working relationships and exchange information

## Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Master's Degree	Public Administration	Education	

If other, specify:

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

To achieve the results specified the Manager, Program Implementation position requires:

- Sound knowledge of departmental goals and policies that relate to curriculum acquisition, development and implementation including knowledge of performance evaluation models, standards processes and guidelines
- Expert knowledge of principles and best practices in stakeholder and public engagement.
- Expert knowledge of issues impacting curriculum implementation.
- In depth knowledge of the issues and principles of continuous improvement and how these impact

teaching and learning.

- Sound knowledge of unit, branch and department policies.
- In-depth knowledge of division processes for communication and information transmission.
- Sensitivity to political and societal context in which the key Ministry objectives of flexibility collaboration are to be achieved.
- Comprehensive understanding of division clients and stakeholders
- Thorough understanding of ministry and government organization and structure
- Thorough awareness of applicable legislation, acts and regulations (i.e. School Act, Freedom of Information and Protections of Privacy Act, Alberta Education Guide to Education ECS to Grade 12)
- Awareness of trends, issues and best practices relating curriculum implementation
- Sound knowledge of the application of performance management, continuous improvement and research design
- Experience in leading strategic planning and guiding projects to completion
- Experience leading consultation, and facilitation with internal and external stakeholders;
- leadership and diplomacy

The Manager, Program Implementation works within a broad framework of policies and requires strong and demonstrated:

- Research and analytical skills to collect, evaluate and synthesize information and develop related conclusions and recommendations
- Ability to think strategically to develop broad program frameworks and implementation plans
- Interpersonal skills, including demonstrated ability to establish and maintain effective working relationships and networks with internal and external clients, stakeholders and partners
- Judgment, problem solving and decision-making skills to respond, assist and support the development of standards, guidelines and processes
- Ability to design and facilitate conversations amongst diverse stakeholders
- Human resource management skills
- Verbal and written communication skills to articulate concepts, prepare documents and make presentations to a variety of clients and stakeholders

### 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Considers inter-relationships and emerging trends to attain goals: <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>	Work with diverse representation of internal and external partners to determine effectiveness and efficacy of implementation supports and curriculum as they translate to use in classrooms that result in updates to programs
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</li> </ul>	Leads work with diverse stakeholders and collects evidence to support partner findings, to ensure efficacy of implementation process. continue to meet the needs of teachers.

		<p>problems</p> <ul style="list-style-type: none"> <li>• Engages others and encourages debate and idea generation to solve problems while addressing risks</li> </ul>	
Agility	○ ○ ● ○ ○	<p>Identifies and manages required change and the associated risks:</p> <ul style="list-style-type: none"> <li>• Identifies alternative approaches and supports others to do the same</li> <li>• Proactively explains impact of changes</li> <li>• Anticipates and mitigates emotions of others</li> <li>• Anticipates obstacles and stays focused on goals</li> <li>• Makes decisions and takes action in uncertain situations and creates a backup plan</li> </ul>	<p>Under fiscal restraints, diverse partners across provincial school authorities will have unique professional learning needs; these needs will need to be supported; not all needs will be met by province. a solution to best serve students across the province will need to be developed. this solution will continue to change as relevant technology, and program policy changes through continuous improvement</p>
Drive for Results	○ ○ ● ○ ○	<p>Takes and delegates responsibility for outcomes:</p> <ul style="list-style-type: none"> <li>• Uses variety of resources to monitor own performance standards</li> <li>• Acknowledges even indirect responsibility</li> <li>• Commits to what is good for Albertans even if not immediately accepted</li> <li>• Reaches goals consistent with APS direction</li> </ul>	<p>will need to work internal partners and school authorities to lead delivery of partner engagements for a variety of external partners including but not limited to school authorities, parents, students, other political officials.</p>
Develop Networks	○ ○ ● ○ ○	<p>Leverages relationships to build input and perspective:</p> <ul style="list-style-type: none"> <li>• Looks broadly to engage stakeholders</li> <li>• Open to perspectives towards long-term goals</li> <li>• Actively seeks input into change initiatives</li> <li>• Maintains stakeholder relationships</li> </ul>	<p>Will work with school authorities to identify professional learning needs and how provincial networks can be leveraged to create a system of support for sharing information, learning</p>
Build Collaborative Environments	○ ○ ● ○ ○	<p>Collaborates across functional areas and proactively addresses conflict:</p> <ul style="list-style-type: none"> <li>• Encourages broad</li> </ul>	<p>Will need to work with external partners to identify needs and internal partners to design program and</p>

		<p>thinking on projects, and works to eliminate barriers to progress</p> <ul style="list-style-type: none"> <li>• Facilitates communication and collaboration</li> <li>• Anticipates and reduces conflict at the outset</li> <li>• Credits others and gets talent recognized</li> <li>• Promotes collaboration and commitment</li> </ul>	products that meet the needs of both department and school authorities
Develop Self and Others	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Plans according to career goals and regular development:</p> <ul style="list-style-type: none"> <li>• Aligns personal goals with career goals</li> <li>• Leverages strengths; attempts stretch goals</li> <li>• Provides feedback and openly discusses team performance</li> <li>• Values team diversity, and supports personal development</li> </ul>	will need to leverage diverse skill sets on own team as well as pull in expertise ; from subject area, to program delivery, to engagement professionals to, legal council, to performance measurement to successful broad program implementation.