New

Ministry

Education

Describe: Basic Job Details

Position

Position ID	Position Name (30 characters)
	Implementation Lead

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 Implementation Manager, the Implementation Lead leads complex curriculum and career education related projects and works collaboratively with their team to support the operations and overall functioning of the branch.

The Implementation Lead supports the development, implementation, and continuous improvement of high-quality Kindergarten to Grade 12 (K-12) curriculum that is in alignment with *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum* (The Guiding Framework).

The Implementation Lead must develop and maintain strong communication and working relationships with stakeholders and be well connected with the education community to stay informed of educational contexts, share curriculum knowledge, and ensure timely and accurate information flow and identification of issues.

The Implementation Lead may represent the department and government on subject- or program-area related committees at the provincial and national levels.

The Implementation Lead will:
- contribute to high-quality curriculum and/or implementation supports informed by current research

- research, analyze, and synthesize information from a variety of sources to support curriculum development and implementation

- establish and maintain strong communication and working relationships with stakeholders to ensure timely and accurate information flow and identification of issues

The Implementation Lead provides critical support for the design and development of provincial strategies for the implementation and continuous improvement of K-12 curriculum, including career education programming. The position

- anticipating the requirements of current and future work and being accountable for the design, development, and execution of curriculum implementation improvement strategies and career education, considering theory, research, effective practices, existing learning and teaching resources, and professional learning providers

- designing and enhancing, where appropriate, structures to effectively support transitions from current to new curriculum, such as classroom piloting, implementation, and continuous improvement

- leading collaborative teams across the department to execute stakeholder engagement and change management initiatives related to implementation of curriculum and career education programming

- establishing performance measures and actively monitoring key performance indicators to inform continuous improvement in curriculum development and implementation

The Implementation Lead leads stakeholder engagement focused on implementation initiatives and supports for curriculum and career education, requiring strong relationships with stakeholders including teachers, pre-service teachers, Deans of Education, industry representatives, and Advanced Education

Responsibilities

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

1. The Implementation Lead actively works with internal and external stakeholders (including cultural and other community leaders) to

- seek input to inform curriculum development and implementation decisions

- build capacity in the application of the curriculum and implementation supports

- promote curriculum development and implementation and seek the broader involvement of cultural and interest communities

- contribute to the authentic inclusion of Francophone and First Nations, Métis, and Inuit perspectives and experiences in the curriculum development and implementation processes

- establish and maintain strong communication and working relationships with stakeholders to ensure timely and accurate information flow and identification of issues

- manage relationships with stakeholders who support curriculum implementation, including teachers, pre-service teachers, Association of Alberta Deans of Education, industry and Advanced Education

- identify innovative strategies and tools to engage implementation stakeholders and education partners who support curriculum implementation

- respond to input from stakeholders to inform potential changes to implementation strategies and supports

2. The Implementation Lead contributes to effective branch operations by

- leading and effectively managing team operations, including human and financial resources (contracts/grants), as assigned.

- working collaboratively with team members to support decision making regarding content, development processes, research, and planning

- acting as a bridge between the engagement and implementation units to ensure project alignment

- providing advice and recommendations on emerging issues, opportunities, and challenges

- developing implementation reports and briefings by synthesizing and interpreting information to provide advice and respond to evolving requirements of implementation initiatives

- developing and leading detailed project plans

3. The Implementation Lead contributes to the creation of innovative tools and resources to support effective implementation of curriculum and career education by:

- managing and coordinating the development of implementation support resources on the Curriculum Implementation Information Hub on new.LearnAlberta.ca by collaborating with internal stakeholder including editors, translators and Digital Content Management Delivery

- anticipating the current and future issues impacting implementation and identifying the needs of implementing stakeholders

- contributing to the design and delivery of professional learning for internal and external stakeholders to support consistent application of the vision, guidelines, considerations, and features identified in The Guiding Framework

4. The Implementation Lead responds to a high number of information requests by

- studying the nature and intricacies of the request

- researching all the issues

- deciding on key considerations and recommendations

- preparing a department response, including briefing materials, appropriate support materials, and correspondence

Problem Solving

Typical problems solved:

The Implementation Lead, under the supervision of the Program Implementation Manager, makes recommendations to leadership in the decision making, planning, and management of curriculum and curriculum support materials. The position has direct influence over significant activities and materials related to curriculum development and implementation, and is accountable for the delivery of high-quality curriculum and curriculum related materials.

The Implementation Lead provides strong project management skills, guidance, vision, and mentorship to their team.

Leadership and diplomacy are required to promote understanding and consensus among parties with multiple perspectives, interests, and priorities.

The Implementation Lead must have excellent interpersonal skills, including a demonstrated ability to establish and maintain effective working relationships and networks with internal and external stakeholders, and partners.

The Implementation Lead must have a strong ability to negotiate, compromise, and build consensus among parties to deal with identified risks and issues, ensuring a positive outcome for the department, partners, stakeholders, and students.

Flexibility, responsiveness, and ability to collaborate are key attributes required for effective coordination, organization, and leadership in this position.

Types of guidance available for problem solving:

Consultation with team and supervisor to identify long- and short-term goals of the team, branch, sector, and division.

Opportunities to collaborate with colleagues from other areas of Curriculum and Career Education Division and other divisions for understanding of tasks.

Collaborative work environment that encourages clarifying questions for quality work.

Direct or indirect impacts of decisions:

Decisions of this position have both direct and indirect impacts on internal and external colleagues as well as the public. This position is empowered to make informed recommendations and to implement final decisions.

Key Relationships

Major stakeholders and purpose of interactions:

Primary relationships to this position are internal and external stakeholders.

Deputy Minister, Assistant Deputy Minister, Executive Director: As required to provide briefings, recommendations and advice.

Director: As a direct report to the Director, work closely with the Director to brief, update on priority timelines and milestones, advise of any issues and ask for support as required.

Sector/Branch: As part of the sector/branch team, participate in and contribute to the effectiveness of the sector/ branch. Collaborate on projects and initiatives as required.

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

Division, Ministry, Cross-Ministry Staff: Maintain collaborative 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.

Education Partners and Stakeholders: Establish collaborative working relationships to provide advice and enable their input into priority work.

Required Education, Experience and Technical Competencies

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

If other, specify:

MA in related field + five yrs related experience or equivalent (Bachelor Deg. in related field + 7 yrs exp)

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

This position requires expert knowledge of
- curriculum development models

- current and formative research regarding trends in curriculum and technology development

- curriculum implementation models and engagement practices, including a thorough understanding of its philosophy, history, and current and formative research

- the theory, principles, and practices in curriculum implementation and stakeholder engagement to ensure high-quality, research-informed curriculum implementation and development

- organizational culture and leadership theory

- change management and policy implementation

- department goals and policies that relate to curriculum development and implementation

- structures and policies of school authorities with respect to provincial accountability systems

- the broad framework of department policies to manage the curriculum development and implementation

process

The position works within a broad framework of policies, including
- *Education Act*, the Funding Manual, and *The Guide to Education, K-12*
- *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*
- Ministerial Order on Student Learning
- *Freedom of Information and Protection of Privacy Act* (FOIP)
- Applicable department policies and curriculum development standards, guidelines, and processes

Assets
- understanding of research on the principles of 21st century learning and the implications for curriculum development
- excellent research, communication (oral, written, information literacy), and interpersonal skills
- sound project management and organizational skills, and the ability to work independently and collaboratively in a team environment
- initiative, agility, and strong problem-solving skills
- fluency in both French and English is considered a strong asset
- understanding of First Nations, Métis, and Inuit culture and communities is considered a strong asset

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
Drive for Results	○ ◉ ○ ○ ○	Works to exceed goals and partner with others to achieve objectives: • Plans based on past experience • Holds self and others responsible for results • Partners with groups to achieve outcomes • Aims to exceed expectations	Attention to tight timelines as well as the development of content in alignment with provincial and national jurisdictions. This position requires ability to revise and assess readiness of the work.
Build Collaborative Environments	○ ◉ ○ ○ ○	Facilitates open communication and leverages team skill: • Leverages skills and knowledge of others • Genuinely values and learns from others • Facilitates open and respectful conflict resolution • Recognizes and appreciates others	Frequent communication with various internal and external stakeholders. Actively listen and apply information to refine products.

Agility	○ ◉ ○ ○ ○	Works in a changing environment and takes initiative to change: • 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	Changing timelines and priorities require a strong ability to work with agility. Modeling positivity and optimism is critical to keep teams motivated and engaged. Opportunities to challenge the system will encourage teams to apply creativity within work guidelines.
Develop Networks	○ ◉ ○ ○ ○	Works on maintaining close relations with all stakeholders: • Identifies key stakeholder relationships • Has contact with range of interested parties • Actively incorporates needs of a broader group • Influences others through communication techniques	Ability to consider and apply stakeholder feedback. Knowing how to access appropriate staff to problem-solve and consider other perspectives. Being able to anticipate stakeholder values and expectations.