

Update

Ministry

Education and Childcare

Describe: Basic Job Details

Position

Position ID

Position Name (200 character maximum)

Manager, Safe Learning Environments

Current Class

Job Focus

Supervisory Level

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

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

Changes Since Last Reviewed

Date yyyy-mm-dd

Responsibilities Added:

Responsibilities Removed:

Job Purpose and Organizational Context

Why the job exists:

Safe Learning environments is an area in which diversity is respected and members of the school community are welcomed cared for, respected and safe. This team supports the school system in providing a mental health and wellbeing continuum of supports and services that promotes positive mental health for all students, preventing social-emotional and mental health difficulties for students at risk and supporting interventions for those experiencing significant mental health distress.

Reporting to the Director, System Support and Policy, the Manager, Safe Learning Environments will lead a team of policy and content professionals who provide leadership and system capacity building for creating welcoming, caring, respectful, safe learning environments (Early Childhood Services to Grade 12) that respect diversity and meet the social, emotional and mental health needs of children and youth to support their success in school and their well-being.

As a representative of the Ministry, the Manager, Safe Learning Environments is seen as a highly credible leader within the broader educational community, exemplifying professionalism, and integrity. This position is accountable for assisting in the development, interpretation and implementation of education-related legislation, regulations, and policies and Ministry programs and initiatives in relation to safe and inclusive learning environments. This position is responsible for providing an integrated and coordinated sector approach on policy directions that have implications for the branch, sector and ministry work priorities.

Responsibilities

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

1. Providing leadership and expertise to promote safe and inclusive learning environments that respect diversity and meet the social, emotional and mental health needs of children and youth to support their success in school and their well-being by:
 - Providing leadership and support in the development of education-related 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 (i.e., positive mental health, healthy relationships and/or violence prevention, bullying, mentoring, supports for students with Fetal Alcohol Spectrum Disorder and LGBTQ issues).
 - Leading and supporting 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.
 - Leading the development of guidelines and resources, and knowledge mobilization and/or engagement plans, communicating legislation and policies requirements, current research and implementation of evidence-informed strategies and best practices to support school authorities with their responsibilities under Sections 33 and 35 of the *Education Act*.
 - Coordinating 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.
 - Supporting and participating in varied forms of collaborative processes within Program and System Support division to enhance communication, relationships, and efficiency of operations.
 - Reviewing and recommending revisions to provincial policies, regulations and standards.
 - Representing the ministry on external committees and the branch/sector on internal ministry committees.
 - Maintaining knowledge in educational research and evidence-informed practices as well as experiential expertise in the application of research and practices in the school system.
 - Collaborating with Curriculum Division to review and advise on learning outcomes related to social-emotional competencies.
 - Leading the development of campaigns that promote positive mental health, healthy relationships and/or violence prevention and associated communication/knowledge mobilization plans.
2. Representing the ministry, providing leadership and expertise on cross-ministry strategic frameworks and operational plans focused on supporting vulnerable children, youth and families (examples include: prevention of family violence and bullying; youth suicide; mental health and addiction; fetal alcohol spectrum disorder; increasing mentoring for

vulnerable children and youth) by:

- Building collaborative and consultative relationships and partnerships with sector, division, Ministry and government representatives, community agencies, stakeholders and partners and collaborative processes to enhance communication, relationships and efficiency of operations and build leadership capacity.
- Collaborating with cross-ministry partners (typically, Children Services, Community and Social Services, Health, and Justice and Solicitor General) to develop government priority cross-ministry strategic frameworks and operational plans by:
 - identifying policy gaps and needs to improve services, supports and outcomes for children, youth and families;
 - facilitating consultations with government and non-government stakeholder groups;
 - overseeing literature reviews and research analysis; and
 - developing evaluation and accountability measures.
- Establishes and maintains strong communication and working relationships with key ministry partners, clients, and stakeholders to ensure timely and accurate information flow between the Ministry and school authorities, identification of issues, and provision of high quality service delivery.
- Leading ministry-specific action items included in cross-ministry strategic operational plans.
- Providing strategic advice and school system expertise to cross-ministry partners on identification and resolution of issues and gaps through the provision of new or revised supports and services.
- Managing the ministry's evaluation of proposals for cross-ministry grant programs and initiatives.
- Leading Education's response to recommendations from the Office of the Child and Youth Advocate, Family Violence Death Review Committee and other fatality inquiries.
- Alberta Education's representative on the pan-Canadian Joint Consortium on School Health.

3. Senior and executive leadership are informed and provided with sound options and recommendation on a variety of education issues, particularly related to supporting vulnerable students and creating inclusive learning environments.

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.

4. 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, advice is provided to the Director for issues with implications for the sector and department.

Activities:

- Maintains current knowledge and awareness of current issues in order to provide accurate and timely information.
- Collaborates with other Education and Childcare branches, sectors and divisions, including Department Communications to ensure relevant considerations and key messages are included.

5. The branch and sector management teams are provided with active support and contributions, including contributing to the development, implementation and evaluation of operational plans and the development and maintenance of a shared vision for the branch and sector that defines purpose, outcomes, results and measures in relation to Alberta Education's values and principles.

Activities:

- Contributes to the development and maintenance of a shared vision that defines branch purpose, outcomes,



results and measures in the context of Alberta Education's values and principles.

- Demonstrates leadership, communication, collaboration, and teamwork behaviours with staff, clients, and stakeholders.

6. The work of professional staff in the unit are managed and coordinated to support priorities, current and emerging initiatives and ensure quality service delivery.

Activities:

- Creates and contributes to maintaining a respectful workplace and high-performing work unit.
- Oversees the work of unit staff with diverse policy, research and program planning backgrounds.
- Supervises, coaches and mentors staff to facilitate employee engagement and support staff professional development.
- Manages contracts and external consultants/vendors, where required, including overseeing the RFP process, monitoring contract terms and conditions, and evaluating deliverables.



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., Health, Children's Services, Community 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 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:

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:

The Manager is accountable for:

- Actively participating on teams to design and implement projects, programs, and processes to improve quality of education programming and creating safe and inclusive learning environments.
- 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.

The Manager represents, and thus affects, the Ministry through preparation of materials for and communication with representatives in other provinces (through the Council of Ministers of Education Canada) and countries (through the Organization for Economic Cooperation and Development). Information prepared and shared by this position relates to Alberta's practices, policies, regulations, legislation and funding in relation to the provincial education system.

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

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.

Required Education, Experience and Technical Competencies

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

If other, specify:

Social work, counseling, mental health

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

Minimum four (4) years of experience involving initiatives designed to enhance the well-being of children and youth.
Extensive project management experience and the ability to manage complex and politically sensitive projects.
Strategic planning, research and policy analysis including the ability to integrate broader context into planning.
Strong organizational and interpersonal skills and the ability to lead multi disciplinary project teams.
Skills in balancing the needs of the organization with the demands and perspectives of stakeholders from a wide variety of backgrounds and agendas.
Exceptional written and verbal skills.

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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Integrates broader context into planning: <ul style="list-style-type: none"> Plans for how current situation is affected by broader trends Integrates issues, political environment and risks when considering possible actions Supports organization vision and goals through strategy Addresses behaviours that challenge progress 	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	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Identifies and manages required change and the	Modifies processes/ procedures and reporting

		<p>associated risks:</p> <ul style="list-style-type: none"> • 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 • Makes decisions and takes action in uncertain situations and creates a backup plan 	<p>requirements to meet ADM/DM requests.</p> <p>Understands the direction provided and makes necessary adjustments, communicates reason/rationale with impacted areas and stay focused on the task as changes are implemented.</p>
Drive for Results	○ ○ ● ○ ○	<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>Provides clear direction, specific actions/activities to staff to ensure established deadlines are understood and adhered to.</p> <p>Ensures that senior officials are provided with complete, timely and accurate information; anticipating what additional information/data would be relevant to inform decision making.</p>
Build Collaborative Environments	○ ○ ○ ● ○	<p>Involves a wide group of stakeholders when working on outcomes:</p> <ul style="list-style-type: none"> • 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 	<p>Working across the department and with external stakeholders to share and provide information that is relevant and/or contentious.</p> <p>Is prepared to delve into complex issues with a focus on improving the process/procedures for stakeholders and/or staff/program areas.</p>