

## Update

Ministry

Education and Childcare

### Describe: Basic Job Details

#### Position

Position ID

Position Name (200 character maximum)

Research Officer

Current 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

#### Changes Since Last Reviewed

Date yyyy-mm-dd

Responsibilities Added:

Responsibilities Removed:

## Job Purpose and Organizational Context

Why the job exists:

System Assurance Branch provides strategic leadership in developing and enhancing the assurance framework for school authorities in the provincial K -12 education system. It delivers quality data and reporting to support evidence-based decision-making, focusing on performance management, accountability, and continuous improvement through policy, standards, and initiatives.

The Research Officer plays a key role in supporting Alberta Education and Childcare's assurance initiatives, including the Alberta Education Assurance (AEA) survey and the Alberta Education Assurance Measures Reporting Application (AEAMRA) or Accountability Pillar Online Reporting Initiative (APORI). This position is responsible for ensuring the integrity and clarity of educational data through rigorous validation, analysis, and reporting.

The Research Officer is responsible for validating and analyzing educational data using statistical and analytical methods, interpreting results, and helping to develop recommended courses of action and their implications. This role involves preparing high-quality, readable, and informative reports and briefings for senior Ministry representatives and other stakeholders. In addition to supporting existing Ministry reporting initiatives, the position contributes to the ongoing development and improvement of reporting mechanisms and provides research and analytical expertise to cross-ministry initiatives.

Reporting to the Senior Manager, the position operates within relevant legislation, regulations, policies, and Ministry guidelines.

## Responsibilities

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

### **1. The Alberta Education Assurance Measures Reporting Application (AEAMRA) and Accountability Pillar Online Reporting Initiative (APORI) project is provided with technical, analytical, and research services.**

- Analyzes the implementation of methodology and data integrity within AEAMRA/APORI.
- Maintains working knowledge of the AEAMRA/APORI project, including participating in status meetings.
- Provides technical support, verifies data, and assesses the accuracy of reports.
- Aids in updating and editing technical documents relating to AEAMRA/APORI.
- Identifies potential gaps and improvements in existing reports and assists with design of new reports.

### **2. Alberta Education Assurance surveys are provided with administrative and technical support.**

- Supports generating the survey sample cohort and obtaining mailing information required for survey administration.
- Provides administrative support to prepare, update, and review methodology documents for the survey administration process.
- Drafts, reviews and edits materials sent to authorities and schools regarding the Alberta Education Assurance surveys.

- Responds to enquiries regarding survey issues from school authorities (superintendents, principals) and parents.
- Assists with manual data entry for paper-based surveys.

### **3. Staff and senior leaders are provided with accurate reports and associated recommendations.**

- Quantitative data is analyzed and presented in formats suitable for stakeholders.
- Reports are prepared that include findings from research, surveys, focus groups, and program outcomes.
- Research and analysis are provided for input into briefings and action requests.
- Edit and review prepared briefing materials for senior officials and the Minister.
- Recommendations are made to automate and simplify reporting where possible.

### **4. Research and analytical services in support of Ministry initiatives and continuous improvements of the education system are provided.**

- Apply statistical methods to support research and interpret implications.
- Advise on how analysis can improve education system performance.
- Identify and implement improvements to reporting mechanisms and schedules.

### **5. Consultative services are provided within the Ministry in relation to research, design, and implementation of the assurance framework for the provincial education system.**

- Collaborates with Ministry representatives to define research scope and feasibility for ad-hoc analyses.
- Conducts additional analysis as required to support discussion of performance measures.
- Support the creation and refinements of performance measures and models.
- Advise on performance indicators and test their validity and reliability.
- Identifies emerging research needs and areas for further research based on literature research and analysis.
- Prepare results for annual reports and audit responses.
- Identify strengths and weakness of proposed approaches.

## **Problem Solving**

Typical problems solved:

Reporting to the Senior Manager, System Assurance, the Research Officer routinely solves problems related to ensuring the integrity and clarity of educational data reporting for the AEAMRA/APORI system by applying rigorous validation techniques to identify and correct inconsistencies. The role involves preparing complex datasets for analysis and resolving issues such as missing data or misaligned methodologies. The officer assesses the feasibility of research requests and proposals, using their expertise in research design and implementation to determine whether studies can be effectively conducted, provide consultative guidance to stakeholders, helping to clarify analytical approaches and improve the quality of research outputs. The role also involves responding to external stakeholders who may have questions or need support during the survey administration window.

Types of guidance available for problem solving:

This position works within a well-established performance measurement program with established methodology documents and supporting documentation. Initiative is exercised when conducting research and analyses, refining methodologies and measures, developing timelines, accepting and prioritizing assignments, and identifying areas for further investigation. Matters with potential for significant impact on branch operations, resource allocation, or relationships with clients and stakeholders are discussed with the Senior Manager. Major briefings and recommendations are reviewed prior to submission at the executive level to ensure assumptions are valid and Ministry goals and objectives are reflected appropriately.

Direct or indirect impacts of decisions:

The Research Officer provides analytical and research expertise that affect Alberta Education's comprehensive performance measurement, program evaluation, assessment, and delivery of reporting. Issues associated with the measurement and analysis of education system performance are diverse, complex, and often politically sensitive, with the Research Officer expected to maintain a broad view of the Ministry business plan and strategic priorities. The position transforms data into meaningful information for the Ministry and external stakeholders to make evidence-based decisions.

### Key Relationships

Major stakeholders and purpose of interactions:

Project team members - during peak times, daily information sharing and coordination of activities related to projects with the information management staff, consultants, and branch members supporting APORI.

Branch members - information sharing, coordination of activities related to projects, and support for resolution of issues as needed.

Ministry staff - provide consultation, advice, analysis on an on-going basis to respond to enquiries related to the Alberta Education Assurance surveys and measurement results, and provide advice around research initiatives, proposals, and analysis.

Other GOA staff - as required, exchange information, coordinate activities, and represent the ministry's interests on cross-ministry initiatives/activities.

External stakeholders and clients - representatives from school authorities (superintendents, principals, administration staff, teachers), stakeholder organizations, parents, and members of the public. During the Alberta Education Assurance survey administration window, communications are daily and frequent. Outside the administration window, respond to inquiries explaining or clarifying ministry policies related to AEA results as needed.

### Required Education, Experience and Technical Competencies

| Education Level            | Focus/Major | 2nd Major/Minor if applicable | Designation |
|----------------------------|-------------|-------------------------------|-------------|
| Bachelor's Degree (4 year) | Other       |                               |             |

If other, specify:

Social Sciences, Computer Sciences, Data Science/Analytics, Business.

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

### Knowledge

- Performance measurement, evaluation and business analysis in large organizations
- Research methodologies, techniques, procedures, including application of quantitative research methods and data analysis

- Development and administration of surveys for data collection an asset
- Broad knowledge of Ministry and GoA policies, procedures, business plans
- Knowledge of the K-12 education system in Alberta is an asset, although not required (e.g., School Act, Guide to Education, Funding Manual for School Authorities)
- Working knowledge of the flow of data through Ministry systems from initial collection to production of information products for stakeholders and the public

## Skills

- Strong analytical, research, and investigation skills, including ability to synthesize and analyze information obtained from broad and varied sources and develop solutions and recommendations for consideration of decision-makers
- Written and verbal communication skills, from writing technical documentation to briefing notes for senior leadership; must be able to express complex ideas in plain language
- Strong interpersonal, listening, and facilitation skills to interact effectively with various stakeholders and develop solutions for issues involving a variety of perspectives
- Excellent organizational skills, including ability to adapt to change, multi-task and prioritize multiple responsibilities
- Project management skills, including the ability to plan, manage, and execute research projects
- Function well independently and within a collaborative team environment
- Commitment to client service, confidentiality, continuous improvement, and adding value

## Education, Training and Experience:

- A university degree is required, in a discipline related to the position responsibilities (with major focus on applied research and advanced statistics) or complemented by relevant experience (government experience considered an asset).
- Proficiency in techniques and programs for statistical analysis, data manipulation, and business productivity (e.g., Python, SQL Server Management Studio, Excel, SPSS, SAS, Power BI, R, PowerPoint)
- a minimum of 4 years of experience with data analysis/analytics
- a minimum of 2 years of experience in a performance measurement, business intelligence, or equivalent role
- experience in coordinating multiple projects/tasks with concurrent deadlines while carrying out ongoing responsibilities

## 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 checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p>Takes a long-term view towards organization's objectives and how to achieve them:</p> <ul style="list-style-type: none"> <li>• Takes holistic long-term view of challenges and opportunities</li> <li>• Anticipates outcomes</li> </ul> | <p>Ensures that data of high quality is used within the Ministry for reporting, and supports long-term decision-making and continuous improvement across the education system.</p> |

|                          |           |  |   |
|--------------------------|-----------|--|---|
|                          |           | <p>and potential impacts, seeks stakeholder perspectives</p> <ul style="list-style-type: none"> <li>• Works towards actions and plans aligned with APS values</li> <li>• Works with others to identify areas for collaboration</li> </ul>  |   |
| Creative Problem Solving | ○ ○ ● ○ ○ | <p>Engages the community and resources at hand to address issues:</p> <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 problems</li> <li>• Engages others and encourages debate and idea generation to solve problems while addressing risks</li> </ul>  | <p>When inconsistencies are found between data sources and reports, the role leverages experience from others within the Ministry to improve data accuracy and improve future survey cycles.</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>Deliverables are met and aligned with Alberta Education's goals of continuous improvement and assurance in the education system.</p>   |
| Agility                  | ○ ○ ○ ● ○ | <p>Proactively incorporates change into processes:</p> <ul style="list-style-type: none"> <li>• Creates opportunities for improvement</li> <li>• Is aware of and adapts to changing priorities</li> <li>• Remains objective under pressure and supports others to manage their emotions</li> <li>• Proactively explains impact of change on roles, and integrates change in existing work</li> <li>• Readily adapts plans and practices</li> </ul> | <p>To meet the business needs of the Ministry, the role adapts to changes while maintaining timelines. Change is seen as a catalyst to update methodologies where appropriate, streamline data entry and validation processes, and try to minimize future workload and error rates.</p> |

|                                  |  |  |   |
|----------------------------------|--|--|---|
| Build Collaborative Environments | <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | Facilitates open communication and leverages team skill: <ul style="list-style-type: none"> <li>• Leverages skills and knowledge of others</li> <li>• Genuinely values and learns from others</li> <li>• Facilitates open and respectful conflict resolution</li> <li>• Recognizes and appreciates others</li> </ul> | Facilitate collaboration between technical teams, branch members, and other ministry stakeholders to ensure reports and data products meet operational and strategic needs. |
|----------------------------------|--|--|---|