

## New

Ministry

Education

### Describe: Basic Job Details

#### Position

Position ID

Position Name (30 characters)

Director

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 Executive Director, Field Services, the Director leads a team in supporting the department, Minister of Education and a large number of Kindergarten to Grade 12 independent (private) school authorities and home education parents and associate boards across the province.

Within the context of legislation, regulations and policies, the Director provides direction, guidance and develops capacity within their team so that they can promote innovation and system effectiveness, monitor and provide direction to independent school authorities for compliance on planning, reporting and accountability/assurance requirements. The position facilitates a multitude of strategic relationships - internally and externally with Heads of School and stakeholders such as the Association of Independent Schools and Home Education support groups, on behalf of the department and government on a broad range of educational matters.

The Director applies significant and in-depth knowledge of the Kindergarten to Grade 12 education system to provide strategic advice to senior ministry officials and the Minister. Astute to multiple dynamics of the complex education system, the Director identifies and proactively influences trends to positively impact the system.

The Director also manages several program policy files, ensuring effective operational policies and direction to the education system. The Director provides management of branch human and financial resources including planning, monitoring and reporting. The leadership provided by the position allows the branch to meet operational requirements; ensure private schools and home education associate boards meet legislative, regulatory and policy requirements;

## Responsibilities

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

1. Lead and be accountable for the provision of comprehensive and diverse services to independent schools, home education associate boards, stakeholders and the public. The Director contributes significantly to the department's mandate to provide standards and program implementation direction and supports to independent schools and home education associate boards. This position is responsible for leading a team that contributes to the development, interpretation and implementation of education-related legislation, regulations and policies, and ministry programs and initiatives. This leadership role strengthens connections between ministry priorities and independent school work in the service of several thousand Kindergarten to Grade 12 students, both in school and home educated, across the province of Alberta. This position is required to travel within the province of Alberta for meetings with heads of school and stakeholders (the Field) and to conduct independent school monitorings. Travel outside of the office is approximately 15% of work time.
2. Direct and guide the oversight and monitoring by the branch team of independent school authorities across the province grounded by government and ministry legislation, regulations, policies, directives, standards and procedures to ensure their effective management and operations.
  - Leads team collaboration with several department areas to develop annual school authority planning and reporting requirements, based on the *Education Act*.
  - Directs and guides the annual evaluation and approval by Field Services Managers of independent school authority 3-Year Education Plans and Annual Education Results Reports.
  - Ensures monitoring processes align with other branches, sectors, and divisions within department.
  - Supports the monitoring by Field Services Managers of independent schools and provides recommendations to the Minister, based on the *Education Act* and the *Private Schools Regulation*.
  - Directs and guides the review by Field Services Managers of annual private school operating plans as per the *Private Schools Regulation*.
  - Provides leadership and guidance to the team in the interpretation and implementation by school authorities of education-related legislation, regulations and policies, and ministry programs and initiatives.
3. Recommends and initiates strategic and systemic improvements for school authority services to students. Provides leadership and direction to Field Services Managers (and support to heads of school as required) to ensure school authority compliance and accountability when there are issues, including requiring the school authority to develop an improvement plan and holding the school authority accountable for compliance. Provides direction and guidance to branch team for additional monitoring, recommending and leading the implementation of increasing consequences that are escalated with recommendations to the Executive Director, Assistant Deputy Minister, Deputy Minister, and Minister as required. Recommended consequences can include recommending that the Minister cancel the accreditation of a school authority.
4. Lead the gathering, synthesis and sharing of system intelligence across the province to keep senior department officials and the Minister apprised of current and emerging opportunities and issues in the field. The department and Minister rely on this position to have in-depth knowledge of independent school authorities. The Director oversees the synthesis and interpretation of education-related trends at the local and provincial levels to inform policy directions and decision-making. The expertise of this position is relied upon to assess and determine if approaches or initiatives are practical and practicable in the field. The Director oversees several Field Services Managers who serve as the primary point of contact in the department when business areas from across the department or Government of Alberta have an issue or require advice related to a school authority. Responsibilities include providing guidance and direction to Field Services Managers and their teams in:
  - providing strategic advice through briefings and Action Requests;
  - reviewing and recommending changes to legislation, provincial policy, funding, regulations, and standards as required; and
  - collaborating with other department areas to support communication with school authorities and stakeholder

organizations.

5. Ensure the branch is able to meet business goals through sound leadership and guidance.
  - Ensure alignment of Branch work to the Business plan and government priorities.
  - Lead, coach and mentor a team of Field Service Managers in effective management of staff and stakeholder relations.
  - Provide issues management to support the operational and business plan delivery.
  - Provide overall management of Branch human and financial resources including planning, monitoring and reporting.
6. System capacity building for the delivery of services to clients and stakeholders within the province is supported and continually enhanced. This position seeks out and shares opportunities for innovation and improvement within the department and in the field. The position oversees assistance to independent school authorities and stakeholders in understanding legislation, regulations, policy requirements and strategic directions from Alberta Education and developing coherence to the Kindergarten to Grade 12 Education System by aligning ministry and independent school authority policies and practices (e.g. assisting school authorities to update their local policies and procedures to align with legislated requirements). Leads collaboration with other department areas to support communication with school authorities and stakeholder organizations.
7. Leads and directs the branch management team as it engages with department colleagues and independent school authority leaders in determining compliance with provincial requirements and in influencing these leaders in pursuing continuous improvement, system effectiveness, and innovation within the context of legislation, policies and regulations.
  - Recruits, develops, and supervises staff members who effectively engage heads of school, GoA colleagues, and the public.
  - Provides authentic opportunities for staff members to shape and engage with their work assignments.
  - Leads succession planning within the branch and within the sector in collaboration with Director colleagues and Executive Director.
  - Evaluates and reports on the progress of implementation of programs, and initiatives within the province and provides direction, recommendations, and/or advice to school authorities that address gaps, enhance efficiencies and effectiveness within the parameters of legislation, regulations, policies, directives, standards and procedures.
8. Ensures the Executive Director is supported in achieving the mandate and goals of the Sector, the Division and the Ministry.
  - Provide the Executive Director with strategic advice and recommendations for emerging issues, opportunities and challenges associated with the Sector.
  - Develop strategic briefing materials and correspondence to ensure Division and Ministry executives have appropriate information for decision making.
  - Provide high level analysis and business cases to executive decision makers for the ongoing enhancement of ministry business goals and operations.
  - Guide development of policy documents as required to support Field Services' programs.
9. As a member of the Field Services Sector Leadership Team, provide strategic advice to the Executive Director to improve the performance of the education system in Alberta.
  - Engages members of the branch, members of other branches/sectors/divisions/departments, and independent school authority leaders in exploring innovation in achieving compliance with provincial requirements and in the development or enhancement of those requirements.
  - Ensures the advice recommending changes to provincial policy, funding regulations, and standards reflect valid

and reliable data representing the complexity of implementation by diverse school authorities.

- Provide strategic advice, briefing materials, or other products, as required.

## Problem Solving

Typical problems solved:

The Director provides leadership, guidance and direction to their team to solve a broad range of complex problems at the provincial, regional and local levels that include:

- managing non-compliance by a school authority of directives from department - and accountable for school authority compliance
- their Field Services Managers being the first point of contact in the department and provide sound and reasoned advice to school authority leaders (heads of school) when there is a significant local issue or crisis such as school lock down, teacher misconduct or a natural disaster/pandemic.
- identifying and recommending win-win approaches and solutions when multiple school authority/community:
  - beliefs don't align with provincial legislation, regulation or policy
  - experience natural disasters such as fires or floods.
- leading teams in finding opportunities for improving performance across a group of independent school authorities (by region, by type, or by need)
- support the Minister, ministry colleagues and superintendents in resolving conflicts between interest groups and school authorities through mediation, negotiation, and consensus building that often have diverse, deeply and opposing beliefs, perspectives and priorities.

The position consults with other branches, sectors, and divisions or departments as appropriate to solve problems.

Effective problem solving by the Field Services Director relies on developing and maintaining relationships based on trust, integrity, and sharing of knowledge.

Types of guidance available for problem solving:

The Executive Director assigns major accountabilities and is available for consultation and guidance as necessary. Other Directors and Education Managers are also available for information and expertise as required, as are lawyers from Legal Services and Justice and Solicitor General. Issues in Field Services tend to be unique and require referring to past precedents, past practices, and require highly developed problem solving skills.

Within these parameters, the Director is delegated extensive authority to determine approaches to responsibilities and provide leadership to branch operations. This includes developing relationships with stakeholders, identifying emerging issues, trends and opportunities, and developing approaches to facilitate coordinated and integrated outcomes.

Direct or indirect impacts of decisions:

The Director leads a team that is the department's lead and point of contact for all independent school authority heads of school and principals across the province for ensuring that Kindergarten to Grade 12 school authorities align their policies, operations and practices with provincial legislation, regulation and policy that provide the parameters for their governance and operations. Changes to provincial legislation, regulations or policy direction have a direct impact on the work of this position.

This position provides leadership, direction and guidance to a branch team that promotes innovation and system effectiveness, monitors and provides direction to school authorities for compliance on planning, reporting and accountability/assurance requirements - and the Director is accountable for ensuring compliance for all independent school authorities within the province.

The Director has significant impact in ensuring the ministry and school authorities have a shared understanding of system priorities and annual operations, and that there is effective collaboration in meeting common goals as outlined in the Alberta Education Business Plan.

The position leads the proactive identification of issues and works closely with the Field Services teams within the branch, and private school principals and heads of school to solve issues early-on so that they don't escalate and

negatively impact the education system, local communities, families or students.

The Field Services Director mentors, motivates, develops and sets business goals and priorities for a diverse team comprised of management, professional and administrative staff.

## Key Relationships

Major stakeholders and purpose of interactions:

### INTERNAL

- Field Services Director colleagues and team members: Purpose to provide advice, direction and mentorship to ensure work is of high quality, completed on time, and of high value to clients and stakeholders. Regular and ongoing.
- Division and ministry representatives (e.g., Directors): Purpose to build collaborative relationships to enhance capacity, shape legislation, regulation and policy; solve problems; and initiate and complete projects. Regular and ongoing.
- Field Services Executive Director, Senior ministry and government representatives and officials: Purpose to provide advice to shape legislation, regulation and policy; solve problems; and initiate and complete projects. Regular and as required.
- Other ministries: Purpose to develop effective networks and collaborative working relationships; provide policy advice; support government initiatives. Regular and as required.

### EXTERNAL

- Over 180 independent school authority leaders across the province and home education providers: Purpose to develop effective networks and collaborative working relationships; increase awareness, understanding and support for provincial priorities and initiatives; provide oversight and monitoring; encourage innovation and cooperation; influence problem solving for win-win resolution. Ongoing and as required.
- Representatives of provincial stakeholder organizations (e.g., AISCA, AHA, AHEA): Purpose to increase awareness, understanding and support for provincial priorities and initiatives; partner on projects; solicit and integrate feedback for improvement. As required.
- Parents and public: Purpose to provide guidance and direction to branch team to increase awareness and understanding of respective provincial and school authority responsibilities, and of provincial legislation, regulation and policy. E.g. responding to parent inquiries to the Minister's Office on a broad range of topics, including parental disagreements with an independent school authority or home education associate board. As directed by Minister.

## Required Education, Experience and Technical Competencies

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

If other, specify:

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

The Director requires expert knowledge of:

- government strategic priorities and policy directions, and ministry business plan goals
- overall operations of the Kindergarten to Grade 12 education system, including the management of numerous school authorities and schools
- applicable provincial legislation and regulations, (e.g., Education Act and Regulations; Public Inquiries Act; Teaching Profession Act; Freedom of Information and Protection of Privacy Act; Municipal Government Act, Government Accountability Act; Local Authorities Act)
- related regulation and policy (e.g., Home Education Regulation, Private Schools Regulation, Teacher Supervision and Growth Policy, Alberta Program of Studies; Guide to Education; Inclusive Education Policy Framework; Funding Manual for School Authorities)

The Director requires demonstrated:

- strategic, creative, innovative and proactive approach to analysing and solving problems
- interpersonal skills including ability to build relationships and networks, achieve consensus and influence others
- facilitation, mediation and consensus building skills in complex and conflicting circumstances involving multiple people or organizations
- ability to lead on a broad range of topics, e.g., supports for refugee students, home education, anti-racism strategies
- knowledge and skill in applying research and enterprise level performance measurement and evaluation frameworks
- strong communication skills (verbal, written and presentation)
- ability to write quickly and for different audiences
- political acumen

This knowledge and experience is needed to ensure that school authorities receive expert advice, direction and oversight on a broad range of complex leadership and societal challenges faced by school superintendents (CEOs) in leading and managing their multi-million dollar organizations serving thousands of students. Experience in a leadership role within an independent school authority is an asset.

The Director requires a valid Alberta Teaching Certificate. A related Master's Degree is a strong asset.

## 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"/>	<b>Integrates broader context into planning:</b> <ul style="list-style-type: none"> <li>• Plans for how current situation is affected by broader trends</li> <li>• Integrates issues, political environment and risks when considering possible actions</li> <li>• Supports organization vision and goals through strategy</li> <li>• Addresses behaviours that challenge progress</li> </ul>	<b>Director must be able to determine if policy and practices align with government direction while considering feedback from stakeholders to determine where operational changes are required.</b>
Drive for Results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<b>Works to remove barriers to outcomes, sticking to principles:</b> <ul style="list-style-type: none"> <li>• Forecasts and proactively addresses project challenges</li> <li>• Removes barriers to collaboration and achievement of outcomes</li> <li>• Upholds principles and confronts problems directly</li> <li>• Considers complex factors and aligns solutions with broader</li> </ul>	<b>The individual in this role must have the skills and knowledge to lead a team in assessing, monitoring, and evaluating a large number of independent school authorities. The individual must identify issues and actively work to resolve them within a complex and highly regulated environment.</b>

		organization mission	
Develop Networks	○ ○ ○ ○ ●	<p>Builds trust to fairly represent every party:</p> <ul style="list-style-type: none"> <li>• Uses network to identify opportunities</li> <li>• Establishes credibility and common purpose with a range of people</li> <li>• Actively represents needs and varying groups</li> <li>• Creates strategic impression by inspiring and connecting with values and beliefs</li> </ul>	The Director also is responsible for developing, maintaining, and enhancing relationships with key stakeholder organizations. This position also requires a strong connection to colleagues across the department in order to successfully operate in this role.
Creative Problem Solving	○ ○ ○ ● ○	<p>Works in open teams to share ideas and process issues:</p> <ul style="list-style-type: none"> <li>• Uses wide range of techniques to break down problems</li> <li>• Allows others to think creatively and voice ideas</li> <li>• Brings the right people together to solve issues</li> <li>• Identifies new solutions for the organization</li> </ul>	This position requires creative problem solving skills to work with school authorities on complex matters, often involving legislation, regulations and the application of policies. The Director must be thoughtful and strategic in providing advice and support to stakeholders.