

Update

Ministry

Education

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Resource Analyst

Current Class

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:

Reporting to the **Manager, Resource Authorization**, the **Resource Analyst** leads complex resource analysis projects and works collaboratively with their team to support the operations and overall functioning of the branch to support the implementation of the Kindergarten to Grade 12 (K-12) provincial curriculum.

The Resource Analyst leads the work to identify learning and teaching resource requirements for Alberta's Kindergarten to Grade 12 students, parents, teachers and other educational stakeholders. The Analyst identifies and prioritizes resource selection based on stakeholder feedback, engagement with curriculum subject area staff, and other internal and external stakeholders.

The Resource Analyst leads the review and alignment of learning and teaching resources, including the creation and delivery of professional learning for external and internal stakeholders to support the process to recommend resource authorization. This position is key in the publication of authorized resources for the ministry. This position also supports the development, implementation, and continuous improvement of high-quality learning and teaching resources that meet the needs and alignment of Kindergarten to Grade 12 (K-12) curriculum.

The Resource Analyst 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 and resource knowledge, and ensure timely and accurate information flow and identification of issues.

The Resource Analyst may represent the department and government on technology enhanced learning and subject- or program-area related committees at the provincial and national levels.

The Resource Analyst will

- contribute to high-quality analysis to inform the identification and prioritization of and authorization of learning and teaching resources informed by current research. This may include receiving permission for use, development or procurement of resources utilizing internal resources or through grants and/or contracts.
- research, analyze, and synthesize information from a variety of sources to support resource selection, review and development including the project management required to meet the timelines and expectations of the ministry.
- establish and maintain strong communication and working relationships with stakeholders to ensure timely and accurate information flow and identification of issues.
- carry out other duties as required.

This position is essential for any initiatives, projects, and ongoing continuous improvement for the authorization and publication of learning and teaching resources to support Kindergarten to Grade 12 (K-12) curriculum implementation.

Responsibilities

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

1. The **Resource Analyst** leads the review and authorization of learning and teaching resources that enable the implementation of K-12 curriculum by:

- ensuring the ongoing development and identification of appropriate resources to align curriculum across subject areas and grades
- leading and effectively managing all input, including but not limited to stakeholder engagements, stakeholder feedback, working committees within and across ministries.
- leading the identification and requirements to support the maintenance and continual improvement of authorized learning and teaching resources including recommending the creation of continuous improvement initiatives, projects and if contracts should be amended, and requests for new contracts for development, maintenance or procurement of resources.
- collaboratively working with team members, internal and external stakeholders, contractors, interchange participants and any related committees and/or working groups to create recommendations regarding content and evaluation of learning and teaching resources.
- collaboratively working with team members, internal and external stakeholders, contractors, interchange participants and any related committees and/or working groups to provide advice and recommendations on emerging issues, opportunities, and challenges regarding learning and teaching resources.
- as new curriculum is developed, leading the review and management of learning and teaching resources to

support the successful pilot and implementation.

2. The Resource Analyst actively works with internal and external stakeholder to
 - seek input to inform resource identification, procurement and/or development and authorization decisions
 - build capacity in the application of the review and authorization processes for learning and teaching resources to support the K-12 curriculum
 - promote resource development and authorization that seek the broader involvement of other sectors, divisions, and ministries as well as cultural and specific interest communities focusing on local and national context where possible
 - contribute to the authentic inclusion of Francophone and First Nations, Métis, and Inuit perspectives and experiences in the resource development and authorization processes
 - establish and maintain strong communication and working relationships with stakeholders to ensure timely and accurate information flow and identification of issues
3. The Resource Analyst leads stakeholder engagements for learning and teaching resources by
 - designing, coordinating, delivering, and evaluating authorization activities involving internal and external stakeholders, ensuring alignment with legislation (i.e. the *Education Act*, *Provincial Human Rights Act*, *Freedom of Information and Privacy*)
 - managing relationships with stakeholders who support resource development and authorization, including teachers, pre-service teachers, Deans of Education, industry, and advanced education
 - responding to data collected from stakeholders to inform, refine, and implement changes to professional learning for resource review and development strategies
4. The Resource Analyst contributes to effective branch operations by
 - working collaboratively with team members to support decision making regarding content, development processes, research, and planning
 - providing advice and recommendations on emerging issues, opportunities, and challenges
 - developing analyses, business cases, and briefing notes to assist with decision-making processes
 - developing and leading detailed project plans
 - 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* and the *Provincial Resource Review Guide*.
5. The Resource Analyst 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 **Resource Analyst**, under the supervision of the Manager, makes recommendations to leadership in the decision making, planning, authorization and management of learning and teaching resources and support materials. The position has direct influence over significant activities and materials related to learning and teaching resource

development and implementation, and is accountable for the delivery of high-quality learning and teaching resources and curriculum related materials.

The Resource Analyst provides strong project management skills, guidance, vision, and mentorship to the team. Leadership and diplomacy are required to promote understanding and consensus among parties with multiple perspectives, interests, and priorities.

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

The Resource Analyst 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, 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 branch members 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 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, Director: As required to provide briefings, recommendations and advice.

Manager: As a direct report to the Manager, work closely with the Manager 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	Other	

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:

- learning and teaching resources authorization development models
- current and formative research regarding trends in learning and teaching resources authorization and technology development
- learning and teaching resources for Kindergarten to Grade 12 curriculum, including a thorough understanding of its philosophy, history, and current and formative research
- the theory, principles, and practices in Kindergarten to Grade 12 curriculum to ensure high-quality, research-informed learning and teaching resources, as well as review, authorization and development practices
- organizational culture and leadership theory
- department goals and policies that relate to development and authorization of learning and teaching resources, as well as curriculum 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, guidelines and legislation, including but not limited to:

- *Education Act*, the *Funding Manual*, and *The Guide to Education, K-12*
- *The Provincial Resource Review Guide*
- *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 learning and teaching resources development and implementation standards, guidelines, and processes

Assets

- understanding of research on the principles of 21st century learning and the implications for learning and teaching resources authorization
- 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
- thorough understanding of Microsoft 365 tools, including Power Automate (workflows)
- initiative, agility, and strong problem-solving skills
- understanding of First Nations, Métis, and Inuit culture and communities is considered a strong asset
- spoken and written French and English (fluent in both languages)
- related teaching and leadership experience at the school, jurisdictional, and/or provincial level

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		
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 analysis and identification of learning and teaching resources in alignment with provincial curriculum. This position requires ability to review 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	Leads the collaborative evaluation of learning and teaching resources. Facilitates professional learning sessions for the application of the evaluation process.
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	Ability to adapt to changing priorities and timelines to meet project deliverables. Modeling positivity and optimism is critical to keep teams motivated and engaged. Diverse partners across provincial school authorities have unique resource needs, which will be supported; not all needs will be met by the province. A solution to best serve students across the province will need to be developed and be agile enough to change as relevant technology, program policy, and jurisdictional needs change, always with an eye for continuous improvement.

Systems Thinking	☐ ☒ ☐ ☐ ☐	Considers inter-relationships and emerging trends to attain goals: • Seeks insight on implications of different options • Analyzes long-term outcomes, focus on goals and values • Identifies unintended consequences	Conducts environmental scans to monitor and inform leadership about relevant trends and possible issues; provides ideas to integrate learnings into decisions and processes in alignment with government and departmental objectives.
Creative Problem Solving	☐ ☒ ☐ ☐ ☐	Focuses on continuous improvement and increasing breadth of insight: • Asks questions to understand a problem • Looks for new ways to improve results and activities • Explores different work methods and what made projects successful; shares learning • Collects breadth of data and perspectives to make choices	This position uses expertise and creativity to problem solve how learning and teaching resources are reviewed, developed, maintained, and applied for use with the K-12 curriculum system. Ongoing assessment and assurance practices are required.