New

Ministry

Education

Describe: Basic Job Details

Position

Position ID	Position Name (30 characters)
	Perf. Measurement & Analysis

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:

The System Assurance Branch is responsible for strategic leadership and direction in the development and continuous enhancement of the assurance framework for school authorities and schools in Alberta's K-12 education system. The branch works to provide quality data and reporting to serve the Ministry in efforts to use evidence to inform decision-making. This includes working with our colleagues within the ministry and education stakeholders to develop and integrate new performance measures, administration and evaluation of system-wide surveys, and the transformation of data through analysis into meaningful performance results to inform planning and decision-making.

The Senior Manager, Performance Measurement & Analysis is a key member of the System Assurance team and provides technical leadership for the review, revision and development of performance measures to meet the evolving requirements of the assurance framework. In collaboration with team members, the Senior Manager ensures that performance measures are accurately analyzed for reporting and results are available, accessible, and responsive to stakeholder and Ministry requirements through development and continual enhancement of reports and reporting mechanisms. The Senior Manager has a key role in the Alberta Education Assurance Measures Reporting Application (AEAMRA) or Accountability Pillar Online Reporting Initiative (APORI) project and applies leadership and coordination skills for the administration and evaluation of the Alberta Education Assurance surveys that provide comprehensive data for the Alberta

Education Assurance Measures.

In collaboration with the branch leadership team and with input from internal and external stakeholders, the Senior Manager leads development of a strategy for data analytics and business intelligence (BI) approaches and solutions and identifies analytical and BI products which will support data-informed decision-making, with student success as the focus. The position will support exploration, within the data collected in the Ministry and elsewhere, for any data patterns which can be useful in identifying opportunities to create analytic products which can assist internal and external clients in improving student success.

This position works in collaboration with staff in the Ministry and with school jurisdiction leadership, where appropriate, to promote teamwork, communication, quality service, and shared achievement of desired outcomes.

Reporting to the Director, System Assurance, this position performs work in accordance with relevant government and Ministry legislation, regulations, policies, and guidelines.

Responsibilities

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

Most important outcomes:
- Alberta Education Assurance Measures are developed, reviewed, and refined to meet evolving requirements of the assurance framework
- Performance measures are accurately analyzed for reporting and results are available, accessible, and responsive to stakeholder and Ministry requirements through development and continual enhancement of reports and reporting mechanisms.
- A new assurance measures online reporting system is developed and implemented to support the data analytical needs of school authorities and the Ministry as it relates to the assurance framework or other Ministry data sharing frameworks.
- Policies and processes associated with the development, administration, and evaluation of Alberta Education Assurance (AEA) surveys are established to support measurement of performance throughout the education system.
- Analytical/BI products are used by Ministry business areas in support of decision-making
- Analytical/BI products are used by school authorities in support of student success
- High quality products are supported by strong methodology and data
- Strong linkages with Ministry and school authority leadership result in a high level of confidence in the work done by the Senior Manager and the branch.
- Strong linkages and work relationships with other research and analytic members of the Ministry.

This is accomplished through the activities listed below:

Provincial assurance measures are developed, reviewed, and refined to meet evolving requirements of the assurance framework.

- Leads development of new or companion measures for the assurance framework
- Develops the approach for integrating new measures into existing structures (framework, surveys, systems)
- Oversees testing of new measures to ensure validity and reliability, liaising with school, school authority and Ministry stakeholders to promote understanding of new measures and connections to existing ones.
- Engages with school, school authority and Ministry stakeholders to promote understanding of new measures and connections to existing ones and the importance and applications of new measures.
- Performance measure methodologies are developed, assessed and regularly reviewed to ensure validity and reliability and meet established needs and outcomes.

Performance measures are accurately analyzed for reporting and results are available, accessible, and responsive to stakeholder and Ministry requirements through development and continual enhancement of reports and reporting mechanisms.

- Develops methodology framework for analyzing performance measures results and associated data analysis, including application of rigorous standards for data checking and analysis.
- Provides leadership to relevant committees and advisory teams to ensure the development of an integrated and complete online reporting system that meets the needs of school authorities and the Ministry.
- Leads the implementation and enhancement of the AEAMRA/APORI system from the business perspective to provide continually greater value to the Ministry, school authorities, and schools, including leading project groups to execute reporting system requirements and solutions.
- Leads the development, implementation and enhancement of new reporting systems (as required) from the business perspective to execute reporting system requirements and solutions.
- Oversees clarification of business rules and ensures accuracy and completeness of business rules implementation through data-checking and cross-referencing historical data and reports.
- Provides direction for identifying discrepancies that may occur from integrating data from different sources and assists in the development of appropriate and defensible business decisions to overcome design and implementation issues.
- Develops and provides reports and presentations regarding performance results and trends and the impact of results on strategic goals and directions as aligned with the Assurance Framework.
- Provides support to the Director and senior Ministry representatives throughout reporting and presentation of results to the media, public, etc.
- Represents the branch to cross-ministry partners and relevant external IT contractors to ensure the development of an integrated and complete online reporting system that meets the needs of school authorities and the Ministry.

Policies and processes associated with the development, administration, and evaluation of Alberta Education Assurance (AEA) surveys are established to support measurement of performance throughout the education system.

- Directs design of surveys distributed to students, parents, and teachers to collect performance data.
- Serves as primary contact for superintendents, principals, and parents for AEA survey questions and issues.
- Directs production and administration of surveys through management of contracted resources and collaboration with Ministry business areas.
- Ensures appropriate quality assurance and validation processes are established and completed on all survey data for inclusion into AEAMRA/APORI.
- Establishes and leads the AEA survey review process to ensure validity of the survey measures and continually refine measures to ensure responsiveness to the assurance framework.

Analytical/BI products are used by Ministry business areas in support of decision-making

- Consult with business units on the decisions they make, and their vision for BI products that would support those decisions.
- Have a thorough understanding of the data available in the Ministry (and elsewhere), its nature, quality, availability and relevance to decision-making needs.
- Plan for exploration of the data to uncover useful patterns which can be examined and developed into useful products
- Share prototypes with the business units and work iteratively to evolve the prototype to developed BI

products
- Prepare presentations of BI products to various audiences within the Ministry.

High quality products are supported by strong methodology and data

- Ensure potential data products are supported by peer-reviewed research and best practices across jurisdictions.
- Acquire a thorough understanding of the data to be used in developing the product to ensure it is fit for the analytical purpose.
- Use appropriate statistical and data manipulation methodology.
- Document the development process - have strong and thorough metadata.

Strong linkages with senior Ministry and school authority officials result in a high level of confidence by those officials in the work done by the Senior Manager and the branch

- Largely accomplished via the activities listed above, but also:
- Interaction with these individuals in a collegial and collaborative manner, showing respect and also demonstrating one's own understanding and capability.
- Working iteratively towards the goals set for any work, and checking at stages in the process to see if things are on track.

Strong linkages and work relationships with other research and analytic members within the Government of Alberta

- Briefing papers, 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 branch, sector and department.

- Branch, sector and divisional leadership 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.

- Collaborative and consultative relationships and partnerships are continually developed with sector, division, Ministry and government representatives, stakeholders and partners and collaborative processes are actively supported to enhance communication, relationships and efficiency of operations and build leadership capacity.

Problem Solving

Typical problems solved:

Examples include:
· Coordinating and managing public release of aggregated data
· Ensuring the validity and reliability of aggregated data and results
· Applying good data governance and management practices to ensure privacy and security of personal identifiable information and aggregated data
· Leading teams to design and implement projects, programs, and processes for continuous improvement within the education system.
· Leading research development and implementation of new initiatives in the areas of assurance and accountability that will apply within the Alberta education context.
· Demonstrating understanding of and sensitivity to the larger political and societal context in which the key Ministry objectives of responsiveness, flexibility, and collaboration are to be achieved.

The Senior Manager relies on developing and maintaining relationships based on trust, integrity, shared understanding of the operations of a school and a school system. Guidance is provided through the transfer of knowledge from:

· The assurance framework and related school authority planning and reporting requirements.
· Applicable legislation and regulations (e.g. *Education Act* and Regulations; *Government Organization Act*; *Sustainable Fiscal Planning and Reporting Act*; *Freedom of Information and Protection of Privacy Act*).
· Applicable policies/policy documents (e.g. Funding Manual for School Authorities, Alberta Program of Studies; Guide to Education; Teacher Growth, Supervision and Evaluation Policy, methodologies related to the Alberta Education Assurance Measures).
· Government strategic priorities, policy directions, and ministry business plan.
· Overall operations of the Kindergarten to Grade 12 education system, including the management of numerous school authorities and schools.

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 Senior Manager provides technical leadership for the review, revision and development of performance measures to meet the evolving requirements of the assurance framework. The position ensures that performance measures are accurately analyzed for reporting and results are available, accessible, and responsive to stakeholder and Ministry requirements through development and continual enhancement of reports and reporting mechanisms. The Senior Manager has a key role in the AEAMRA/ APORI project and applies leadership and coordination skills for the administration and evaluation of the Alberta Education Assurance surveys that provide comprehensive data for Alberta Education Assurance Measures. The position is central in transforming data through rigorous analysis into meaningful information for Ministry and external stakeholders.

Key Relationships

Internal
Director, System Assurance, and team members - Collaborate to ensure work is of high quality, completed within established schedules, and of high value to clients and
stakeholders

Division and Ministry representatives - Exchange information and resolve issues pertaining to provision of services to school authorities and stakeholders; build collaborative relationships to enhance ability to solve problems and initiate and complete projects

Senior Ministry and Government representatives and officials - Provide information and recommendations to address specific issues

External
Senior representatives of school authorities - Supporting school authorities to build their capacity to use data effectively in decision making and to inform improvement strategies, execute effective program / project evaluation; encourage innovation and cooperation; develop partnerships and collaborative working relationships

Parents and public - responding to inquiries related to the Alberta Education Assurance survey or data/

information access requests

Cross-ministry - Lead application maintenance and support work for some of Education's applications; establish collaborative working relationships; exchange information; support government initiatives.

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:

Business, Computer Science or Social Sciences, Master's Degree would be desirable

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

· Knowledge and experience in performance measurement, evaluation and business analysis
· Knowledge and experience in statistics and statistical analysis
· Knowledge of issues, developments, and trends associated with the development and implementation of performance measurement and reporting systems and assurance frameworks, particularly as they apply to education systems.
· Broad knowledge of Ministry and GoA policies, procedures and business plans
· Applicable legislation, regulation, and policy guidelines (e.g. *Education Act, Sustainable Fiscal Planning & Reporting Act, FOIP,* Guide To Education, Funding Manual for School Authorities, etc.)
· Knowledge of Ministry business areas, their responsibilities and information requirements
· Knowledge of data and reporting requirements of school jurisdictions
· Broad understanding of infrastructure, communication protocols, standards, ministry technology tools
· Information system and business productivity software to carry out job responsibilities
· Effective communication skills, verbal, non-verbal and written.
· Excellent report writing skills.
· Effective interpersonal and management skills including problem-solving, decision-making, conflict resolution and mediation
· Project management skills
· Team management and supervisory skills
· Facilitation skills
· Ability to work creatively to leverage information and data

Education:
· A University Degree in Business, Computer Science or the social sciences is required. A Master's degree with an emphasis on performance measurement, evaluation, and data analysis would be desirable.

Training or Experience:
· A minimum of five years of direct experience in data analysis/analytics
· A minimum of three years' experience in a performance measurement, business intelligence, or equivalent role
· A strong background and a thorough knowledge of senior level techniques in the collection, compilation, analysis, evaluation and communication qualitative and quantitative data/information.
· Experience working with and making presentations to client groups and senior leadership audiences

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
Systems Thinking	○ ○ ○ ○ ◉	Shapes APS goals with a view of entire network: • Considers whole system and links; sets goals for long-term outcomes and	The Senior Manager must understand and effectively navigate the mutual interaction and impacts of provincial

		broad perspectives • Evaluates short, medium, and long-term impacts to inform progress • Shapes organization to meet client needs; helps others see their role in this	legislation and other policy, the assurance framework, school authority planning and reporting, as well as performance measurement data analytics. The Senior Manager ensures effective communication and develops appropriate mitigation strategies. To provide support and quality advice to support school authority improvement, the Senior manager must understand each level of the education system and how they interact and impact each other.
Drive for Results	○ ○ ○ ◉ ○	Works to remove barriers to outcomes, sticking to principles: • Forecasts and proactively addresses project challenges • Removes barriers to collaboration and achievement of outcomes • Upholds principles and confronts problems directly • Considers complex factors and aligns solutions with broader organization mission	The Senior Manager leads their team to analyze school authority performance results and according to local and provincial outcomes; provides advice to school authority leaders to enhance their planning and reporting process and improve outcomes/ results. The senior manager organizes teams and coordinates actions clearly focused on outcomes/deliverables that will result in achievement and improvement of student outcomes. The senior manager models evidence-informed leadership in their work with internal staff and school authority leaders.
Agility	○ ○ ○ ○ ◉	Creates an adaptable environment: • Fosters agility, proactive and flexible practices • Leads and creates momentum for change • Champions plan of	The Senior Manager must individually and through team leadership, anticipate how changes to legislation, policy and department operations may impact the assurance framework, validity and

		action and overcomes barriers through proactive anticipation • Quickly understands and reacts to environment, establishing flexible culture	reliability of performance measure results, and ensure effective communication and mitigation strategies. The Senior Manager must identify implications of quantitative and qualitative data results for department policy and planning; develop processes and strategies for sharing this information with team members and leaders; and, develop an appropriate action plan with team members, department staff and school authorities/ leaders.
Build Collaborative Environments	○ ○ ○ ○ ◉	Creates an open environment of communication: • Promotes sharing of expertise • Initiates strategic communication systems • Anticipates and addresses potential conflict areas • Inspires with a bold, complete and shared vision • Leads cross-functional collaboration	he Senior Manager ensures there is clear communication with their team and school authorities regarding key work; leads collaboration with team members and colleagues in other areas to support school authorities results analysis, capacity building and school authority monitoring / evaluation; and, ensures a solution-focused approach with school authority leaders in addressing areas of concerns and improvement. The Senior Manager is Education's representatives on a number of cross-ministry data-related initiatives and application maintenance and support work.