

## Reclassification

Ministry

**Describe: Basic Job Details****Position**

Position ID

Position Name (200 character maximum)

Current Class

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****Changes Since Last Reviewed**

Date yyyy-mm-dd

Responsibilities Added:

- Monitor and support the Student Records Business Support Mailbox to ensure timely, accurate, and professional responses to inquiries. Provide comprehensive support by collating, verifying, and disseminating accurate information related to student records processes, policies, and regulations.
- Support the Student Records Call Centre as required to maintain high service standards and resolve issues efficiently. Respond to inquiries from school authorities, ministry staff, and other stakeholders by providing clear, consistent, and policy-aligned information.
- Assist in developing, organizing, and maintaining training materials for student records processes, ensuring that resources are up-to-date, accessible, and user-friendly for all stakeholders.
- Ensure accuracy and quality control in all documents, presentations, and multimedia content to maintain compliance

with ministry standards and enhance stakeholder confidence.

- Compile data and collate reports that inform decision-making, identify trends, and support operational improvements within Student Records.
- Schedule, coordinate, and support the Team Lead and Manager for any information sessions for stakeholders, including addressing logistics and preparing materials.
- Monitor and collate information on emerging issues within the Business Support team, prepare concise updates, and communicate key developments to the Team Lead for timely action.
- Provide assistance in resolving routine issues and support efforts to improve processes by identifying opportunities to streamline tasks and enhance overall service efficiency.
- Support minor updates to operational manuals and provide administrative assistance for PASI system enhancements as directed by the manager or Team Lead, ensuring documentation reflects current practices.
- Participate in User Acceptance Testing (UAT) following manager or Team Lead direction to validate functionality and ensure system changes meet operational requirements.
- Support ARTs coordination as required by direction of manager or Team Lead.

Responsibilities Removed:

Support for First Nation Schools and School Authorities. This includes:

- Research the needs of First Nations Schools to identify student records solutions to address their unique student and geographic needs.
- Communicate specialized knowledge, information, advice, and guidance to assist First Nation Schools in resolving student records business processes.
- Coordinate with First Nation school principals and First Nations Directors of Education in supporting Student Record business processes, school program declarations and First Nation PASI Usage agreements.
- Liaises with program areas leading FNMI within Education to support student records continuous improvement for First Nation Schools and School Authorities
- Continue to foster, build relationships, and maintain a primary contact with each First Nation School
- Responds to inquiries related to student data processes, enrollment and grant codes and student record legislation and policy information.
- Provide specialized knowledge, research findings and advice to Alberta Education program areas with student records related First Nations inquires.
- Provides user acceptance testing advice for PASIprep releases and new services provided to First Nation Schools and School authorities.
- Liaise with the Provincial Approach to Student Information vendor integration team for activities related to the Student Information System's integration activities related to First Nation Schools.

Training, this includes:

- Schedule and coordinate webinars and information sessions throughout the school year including logistical support (registrations, invitations, technology) and follow up communication.
- Deliver and support the delivery of training sessions and presentations to internal and external stakeholders, as required.

## Job Purpose and Organizational Context

Why the job exists:

Reporting to the Business Support Team Lead within Student Records and Operations, the Stakeholder Business Coordinator provides essential support to the Student Records team by managing communication channels, ensuring accurate information flow, and maintaining high service standards. Key responsibilities include monitoring the Student Records Business Support Mailbox and assisting the Call Centre, responding to inquiries from stakeholders, and supporting coordination of Action Requests (ARTs). The position involves organizing and maintaining training materials, ensuring quality control in documents and multimedia, compiling data for reports, and scheduling information sessions. Additional duties include tracking emerging issues, assisting with routine problem resolution and process improvements, updating operational manuals, supporting PASI system enhancements, and participating in User Acceptance Testing (UAT) to validate system changes. Overall, the role contributes to efficient operations, stakeholder engagement, and continuous improvement within Student Records and Operations.

## Responsibilities

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

- Coordinate communication and stakeholder support by monitoring the Student Records Business Support Mailbox, assisting the Call Centre, responding to inquiries from school authorities and ministry staff, and coordinating Action Requests (ARTs) to ensure timely and accurate information flow.
- Maintain and organize resources by developing and updating training materials, operational manuals, and documentation; ensuring accuracy and quality control in all content; and supporting PASI system enhancements as directed.
- Support data, reporting, and security compliance by compiling and analyzing information for reports that inform decision-making, tracking emerging issues, preparing updates for leadership, and conducting the monthly PASIprep security audit. This includes reviewing PASI tech team reports, verifying user roles and organizations, and ensuring GOA and SIS Vendor users have only the minimum PASI security roles required for their job functions. Supports PASI certificate requests by reviewing for completeness and accuracy. Ensures compliant requests are forwarded to the PASI Technical Team for processing and informs the Team Lead of any unique or exceptional circumstances that arise during the review.
- Coordinate engagement and system activities by scheduling information sessions, supporting logistics, and participating in User Acceptance Testing (UAT) to validate system functionality and support continuous improvement initiatives.

## Problem Solving

Typical problems solved:

1. A typical example of a problem was no direct, central data field in PASI to quickly identify which students currently had myPass access. This lack of visibility complicated data extraction and reporting for schools that depend on knowing a student's myPass status.

Solution: Assisted the schools and worked with PASI technical folks in adding a new dedicated field to the student school enrolment main view list within PASI. This new field eliminated the need for the time consuming individual look-ups by providing an immediate searchable and reportable indicator of myPass access for all students.

2. While the above example of an inquiry we generally receive required a specific enhancement and creation of a new field, day to day the standard protocol when we receive inquiries from schools asking for student data from PASI, involves rigorous analysis to first determine if the required data can be sourced from, or derived using existing PASI fields.

3. Review PASI certificate requests from school authorities, vendors and internal ministry to ensure access to student data system is granted securely, efficiently and with all necessary controls in place. Ensuring verification of authority and that there are no duplication request pending and further investigation into the particular SIS product requested.

Types of guidance available for problem solving:

1. First identifying the problem and core need (is this a mandatory requirement or a nice-to-have enhancement)
2. Reviewing existing fields to prevent redundancy, field mapping (conduct a search of existing PASI data elements and code values to see if an already existing field or combination of fields already exists that can capture the necessary information). Also conducting a historical review to see if in the past an existing or similar request was made.
3. Future proofing and automation potential. Determining if the data fields can be populated automatically (example bulk upload) to reduce manual entry and also looking into possible output automation.
4. Final step of documentation, all fields whether new or existing being added to PASI Knowledge Base with clear business rules and usages guidance

Direct or indirect impacts of decisions:

Some impacts of decisions include the scope, cost and time.

## Key Relationships

Major stakeholders and purpose of interactions:

### Business Support Team Leader

- Purpose: Provides day-to-day direction, guidance, and oversight of work assignments and priorities. Ensures alignment of activities with Business Support Unit and branch objectives. Reviews deliverables, progress, analysis, and recommendations from the Stakeholder Business Coordinator and provides feedback on client support, training, and systems-related initiatives.

### Student Records and Operations Staff

- Purpose: Collaborate to resolve complex business process and system issues, coordinate stakeholder communication, and align operational improvements with ministry policy and system requirements. Ensure consistent and effective business support, data integrity, and issue resolution across internal teams.

### Branch Director

- Purpose: Receive updates and input on key branch initiatives, emerging issues, trends in

stakeholder feedback, and recommendations requiring strategic direction. Provide oversight and ensure alignment with overall branch goals, ministry objectives, and system-wide student records strategies.

#### Business Support Unit Team Members

- Purpose: Collaborate closely with business analysts and the data coordinator to coordinate operational activities, share information, and maintain consistency across client support, training and communication products, security audits, data reporting, and other business support deliverables.

Contacts: School Authority Staff and Senior Representatives of Education Partners

- Purpose: Build and maintain collaborative working relationships that result in enhanced efficiency, accuracy, and effectiveness in student records business processes. Provide advice, training, and guidance to support continuous improvement in data quality, use of PASI and Student Information Systems (SIS), and adherence to legislation and policy across Alberta's education system.

Contacts: Student Information System (SIS) Vendors

- Purpose: Coordinate access management, security auditing and integration activities to ensure compliance with ministry standards and technical requirements. Maintain professional relationships to support accurate, secure, and efficient data exchange between ministry systems and SIS platforms.

Contacts: Staff in Other Education Program Areas and Cross-Ministry Partners

- Purpose: Maintain effective cross-sector and cross-divisional collaboration (e.g., with Field Services, Education Support, Curriculum and System Excellence Division, and other program areas) to ensure consistent business practices, information sharing, and alignment of student records processes, training, and communications across the education system.

#### Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Diploma (2 year)	Business	Public Administration	

If other, specify:

Two years experience.

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

#### KNOWLEDGE, SKILLS & ABILITIES:

- Working knowledge of applicable legislation, policies, procedures, regulations, and precedents including the School Act, Guide to Education, Student Record Regulations and Funding Manual for School Authorities.
- Strong understanding of the provincial student record environment, including ministry systems (such as PASIprep), Student Information Systems (SIS), and the integration of data across schools, vendors, and ministry operations.
- Knowledge of data security, access management, and auditing practices to ensure compliance,

integrity, and confidentiality of student records.

- Knowledge of business process analysis and improvement methods to evaluate stakeholder needs and recommend effective, system-aligned solutions.
- Understanding of ministry decision-making processes and practices.
- Superior communication skills (written, verbal, and presentation), with the ability to clearly convey technical and business process information to diverse audiences.
- Proven ability to design, write, and deliver stakeholder resources including training materials, "How To" guides, and digital learning products.
- Strong analytical, research, and investigative skills, including the ability to synthesize information from varied sources to develop recommendations for decision-makers.
- Ability to work independently and exercise sound judgment when resolving complex or sensitive issues.
- Demonstrated understanding of stakeholder engagement and relationship management, including collaboration with First Nation schools, school authorities, and system vendors.
- Proficiency with Microsoft Office, Adobe Acrobat Pro, and Camtasia; advanced understanding of Internet navigation and browser configurations, including security settings and certificate validation.
- Commitment to continuous improvement, innovation, and adherence to ministry policies and standards.
- Strong organizational skills and attention to detail in managing multiple priorities and time-sensitive deliverables.

### 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Considers inter-relationships and emerging trends to attain goals:</p> <ul style="list-style-type: none"> <li>• Seeks insight on implications of different options</li> <li>• Analyzes long-term outcomes, focus on goals and values</li> <li>• Identifies unintended consequences</li> </ul>	<p>Analyze diverse stakeholder viewpoints and identify areas of synergy</p> <p>Drive efficiency by scoping and streamlining activities that require multi-team collaboration</p>

Develop Networks	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Leverages relationships to build input and perspective:</p> <ul style="list-style-type: none"> <li>• Looks broadly to engage stakeholders</li> <li>• Open to perspectives towards long-term goals</li> <li>• Actively seeks input into change initiatives</li> <li>• Maintains stakeholder relationships</li> </ul>	<p>Successfully build cross-functional relationships with identified key contacts, leading to accelerated decision making</p> <p>Foster collaborative partnerships with colleagues, schools and school authorities to proactively address and integrate diverse operational interests</p>
Creative Problem Solving	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<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>Continuously collaborate with internal and external stakeholders to define scope, facilitate root cause analysis and find optimal solutions</p> <p>Leverage internal and external resources and information to conduct thorough issue analysis, drive effective problem resolution and enhance overall performance improvements</p>

**Benchmarks**

List 1-2 potential comparable Government of Alberta: [Benchmark](#)

I believe this position is a PS3 and the below benchmark closely aligns to the position:

023PS68

Advanced Education

Research, Planning & Policy Analyst

**Assign**

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

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Employee Name

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Date yyyy-mm-dd

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Employee Signature

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Supervisor / Manager Name

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Date yyyy-mm-dd

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Supervisor / Manager Signature

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Director / Executive Director Name

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Date yyyy-mm-dd

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Director / Executive Director Signature

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ADM Name

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Date yyyy-mm-dd

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ADM Signature

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DM Name

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Date yyyy-mm-dd

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DM Signature