

Public (when completed)

Common Government

Guide Benchmarks Competencies

?

Update				
Ministry				
Justice				
Describe: Basic Job Details				
Position				
Position ID	\neg			
Position Name (200 character maximum)				
Judicial Clerk Learning Coach				
Current Class				
Program Services 2				
Job Focus	? Supervisor	ry Level		
Operations/Program	00 - No	Supervision		
Agency (ministry) code ? Cost Centre ? Program Code:	(enter if require	ed) ?		
Employee				
Employee Name (or Vacant)				
Organizational Structure				
Division, Branch/Unit				
CJS, Business & Resolution Services/CJS Operations	✓ Curre	nt organizational chart attached?		
Supervisor's Position ID Supervisor's Position Name (30 characters)	ers)	Supervisor's Current Class		
Workforce Develop't Speciali	st	Program Services 4		
Design: Identify Job Duties and Value				
Changes Since Last Reviewed ?				

Date yyyy-mm-dd

2025-05-29

Responsibilities Added:

- None added, but changed wording to acknowledge that the content development aspect of this role is larger than initially envisioned, and that Learning Coaches primarily deliver training virtually rather than in person.
- Also changed wording to reflect need to be comfortable using technology (virtual meeting/training platforms such as Teams, and software tools to support content development, such as Word, PowerPoint, etc.) and to have/develop expertise in virtual training facilitation.
- Changed wording to explicitly state that formal and informal connections with Court Operations colleagues are an important part of this position.
- Also explicitly added wording to clarify that the Learning Coach's responsibilities include developing self and others within the Workforce Development team, including giving appropriate feedback to colleagues, being receptive to feedback from colleagues, and committing to their own learning and development as trainers/coaches.

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Responsibilities Removed:

Clerking shifts in Court Operations were removed as these will not be a requirement of the job.

Job Purpose and Organizational Context ?



Why the job exists:

Reporting to the Workforce Development Specialist, the Learning Coach is responsible for developing and delivering training to Judicial Clerks in the Court Operations branches of the Court and Justice Services (CJS) division. This training supplements online, self-quided training modules and informal on-the-job training, helping to develop the skills, knowledge, and confidence of Judicial Clerks, and empowering them to better serve Albertans who engage with the justice system. The work of the Learning Coach will positively impact retention and performance in the Judicial Clerk role, promote the use of best practices, and support standardization across the province, thus ensuring that high quality court and justice services can be delivered to Albertans in a timely manner.

The Learning Coach collaborates with Court Operations, the Workforce Development Specialist, and others in the Workforce Development team to develop new training content and make improvements and updates to existing curriculum and materials. The Learning Coach also prepares for each training session, delivers/codelivers virtual and in-person training, coaches clerks, and uses appropriate methodologies and technologies to enhance training efforts. The majority of training is delivered virtually, but the Learning Coach must have a valid driver's licence as they may occasionally be required to travel to different locations in the province to deliver in-person training.

Responsibilities



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

- 1. Collaborate with the Workforce Development Specialist, other Learning Coaches, and Court Operations to develop and deliver training that is current, relevant, practical, and aligned with the goals of the department. This involves:
 - Developing/co-creating new training program content and materials, based on identified training needs, using own subject matter expertise, written resources that outline best practices for court processes (e.g., court procedures manuals), expertise of colleagues both internal and external to the Workforce Development team, and guidance from the Workforce Development Specialist.
 - Revising training program content and materials as needed to address changes in the Courts (e.g., processes, legislation), as well as in response to feedback from Workforce Development colleagues, training participants and their supervisors, and others in Court Operations.
 - Working with their supervisor to ensure the training aligns with the division's, ministry's, and government's goals, and takes into account both short-term needs and longer-term objectives.
 - Supporting the Workforce Development team in maintaining and gathering qualitative and quantitative information and statistics to help inform program reporting and potential program changes. This includes maintaining records related to training participants, such as recording attendance for live sessions, collecting feedback, and recording common participant questions.
 - Maintaining current knowledge of the responsibilities, functions, and challenges of the clerk role, by informally building relationships with and proactively seeking to learn from colleagues in Court Operations.
 - Connecting regularly with colleagues in Court Operations via more formal means, such as the Judicial Clerk Learning Coach & Supervisor Collaborative Group, to learn more about upcoming process changes, current challenges, and other elements that may impact or be addressed by Workforce Development's clerk training programs.
- 2. Deliver virtual and in-person training that is available when and where Judicial Clerks need it. This

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includes:

- Working with the Workforce Development Specialist to create a virtual and in-person training schedule and delivery plan.
- Reviewing all course materials prior to each session so they are prepared to confidently cover the content and respond to questions.
- Ensuring the technical aspects of virtual sessions run smoothly (e.g., log in early to test platform, troubleshoot issues with help desk as needed, provide technical advice to participants, ensure participants have access to a camera and headset with microphone).
- Occasionally traveling to different locations across the province to deliver in-person training.
- 3. Provide an environment that accommodates a variety of learners and empowers Judicial Clerks to confidently and effectively complete their work. This includes:
 - Creating and utilizing different training techniques/aids to engage adult learners who have different backgrounds and learning styles (presentations, virtual polls and quizzes, experiential exercises, guided discussions, practice and simulation exercises, written reference materials, etc.).
 - Managing the virtual or in-person classroom setting and flow of the training sessions to ensure learning outcomes are achieved.
 - Using awareness of how to engage participants in both virtual and in-person environments to facilitate and moderate group discussions and encourage participants to contribute openly and ask questions.
 - Drawing from own experience, use storytelling and examples to demonstrate how clerks can make decisions and problem solve in a variety of challenging situations.
 - Adapting training content and delivery for the audience, whether it is a group of new clerks, experienced clerks, or a mix of both.

4. Contribute to an overall culture of supportive learning to help retain Judicial Clerks in CJS by:

- Cultivating an environment of openness and trust in all virtual and in-person training sessions and oneon-one interactions.
- Coaching clerks as needed, and in consultation with the clerk's supervisor and/or manager.
- Promoting collaboration and positive relationships within new clerk cohorts and across groups of new and experienced clerks throughout the province.
- Providing feedback to Court Operations supervisors and/or managers on learning progress of clerks to help them identify strengths, weaknesses, and areas where additional one-on-one or other support may be needed.
- Directing clerks to other supports (other training resources, health and wellness supports, etc.) and recognizing when to engage supervisors and/or managers where clerks require additional support.
- Modeling a learning mindset by committing to their own continuous professional development. This
 includes proactively finding and taking training, as well as taking training as directed by the Workforce
 Development Specialist on topics such as adult learning, facilitation, and technological tools for
 teaching and team collaboration.
- 5. Learning Coach may be tasked with additional responsibilities or projects in addition to the above roles. These tasks will be oriented to the objectives of the Workforce Development team and the CJS division.

Problem Solving



Typical problems solved:

• Determining how to most effectively develop and deliver training modules to clerks to ensure they have the

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skills, knowledge, and confidence to provide high quality, professional services.

- Working with a variety of stakeholders with differing perspectives and considering how to use their feedback to recommend and influence program development and ensure consistent delivery of relevant and current training.
- Addressing different learning needs and styles to engage adult students and maximize their learning and application of the learning to the job.
- Building trust so clerks feel safe to ask questions and openly express challenges they are experiencing within their roles.

Types of guidance available for problem solving:

- Ongoing support from supervisor (Workforce Development Specialist), as well as the Manager of Strategic Operations and Divisional Initiatives (SODI) and Director of CJS Operations.
- Team collaboration with other Learning Coaches and other members of the SODI team.
- Support from Court Operations supervisors and managers.
- Advice/support from the Judicial Clerk Training Unit Steering Committee, via the Manager of SODI and Director of CJS Operations.

Direct or indirect impacts of decisions:

This role is critical to the goals and objectives of the department and divisional business/operational plans. Judicial clerks are essential to the operations of the Courts and delivery of frontline services in Alberta's justice system, and there are ongoing recruitment and retention issues for the clerk role. Decisions the Learning Coach makes have the potential to help clerks feel valued and supported, and give them confidence in their ability to do their job, improving retention in the clerk role. Increased clerk retention will help ensure that high quality court and justice services can be delivered to Albertans in a timely manner.

Key Relationships [?]

Major stakeholders and purpose of interactions:

Workforce Development Specialist: Daily, to provide feedback, collaborate on training development, and receive coaching, mentoring, and other support.

Other Learning Coaches: Daily, to collaborate on training development and effective training methods, and to provide/receive peer support for trouble-shooting training and coaching approaches.

Court Operations staff (clerks, supervisors, managers, senior managers): Daily/weekly/regular contact to request advice and recommendations regarding improvements and changes to training content and delivery methods. Includes participation in a Judicial Clerk Learning Coach & Supervisor Collaborative Group and other groups as needed.

<u>Training participants and their supervisors:</u> Ongoing contact to provide and receive feedback and evaluation on course participation and whether training is supporting intended objectives.

Required Education, Experience and Technical Competencies

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

If other, specify:

Education, legal administration, social sciences, or other related field are all acceptable

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

The candidate must have a university degree in one of the social sciences or another field related to the work of the position (legal administration, adult education/training) OR directly related education or experience considered on the basis of 1 year of education for 1 year of experience; or 1 year of experience for 1 year of education.

The position requires experience working as a judicial clerk with several years of progressively responsible experience in the field. The Learning Coach must be able to demonstrate in-depth knowledge of legislation,

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regulations, procedures, and processes that underlie the clerk's responsibilities. The Learning Coach must also have first-hand understanding of the challenges and demands of the clerk role and how to address them.

Due to occasional travel requirements to deliver in-person training, the Learning Coach will require a valid driver's licence and acceptable drivers abstract in accordance with government policy.

Specific skills required include:

- Proficiency in using the Microsoft Office suite (Outlook, Word, PowerPoint, Teams, etc.) to develop training content and collaborate with colleagues
- Proficiency in using Teams to present/facilitate virtual training
- Effective communication, presentation, and facilitation skills to deliver virtual and in-person training to an adult audience
- Coaching skills
- Writing and editing skills
- Able to plan, organize and prioritize work
- Can work independently and with a team to plan, develop, and deliver training sessions
- Able to give and receive constructive and respectful feedback
- Able to quickly establish rapport with training participants to engage, encourage and support learning
- Able to synthesize course evaluations to influence changes and to adjust instruction style
- Technical proficiency in setting up and administering virtual training sessions

The following would be <u>assets</u> to individuals in this position:

- Experience in delivering adult training
- Training and/or expertise in coaching and facilitation in various modalities
- Knowledge of current and emerging training methods, technologies, tools and learning aids
- Knowledge of online training delivery methodologies and tools

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
Creative Problem Solving		Engages the community and resources at hand to address issues: • Engages perspective to seek root causes • Finds ways to improve complex systems • Employs resources from other areas to solve problems • Engages others and encourages debate and idea generation to solve problems while addressing risks	 Adjusts approach to teaching and coaching based on feedback from supervisor, students, and others in Court Operations. Asks questions and continues learning about the clerk role to continuously improve training delivery and keep content current. Suggests new teaching methods to enhance training outcomes. Manages challenges during live training sessions (e.g., distracted participatns, tech issues).

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Build Collaborative Environments	Collaborates across functional areas and proactively addresses conflict: • Encourages broad thinking on projects, and works to eliminate barriers to progress • Facilitates communication and collaboration • Anticipates and reduces conflict at the outset • Credits others and gets talent recognized • Promotes collaboration and commitment	 Promotes positive collaboration and connection between clerks across the province, as well within the Workforce Development team. Facilitates group learning in virtual and in-person sessions, and manages conflicts in these settings as needed. Successfully drives for results, while being dependent on a broad set of partners throughout the division/ministry to update and evaluate training.
Develop Self and Others	Encourages development and integration of emerging methods: • Shapes group learning for team development • Employs emerging methods towards goals • Creates a shared learning environment • Works with individuals to develop personal development plans	 Ensures that training is suitable for clerks with a wide variety of learning styles and from different backgrounds. Supports clerks in finding additional resources and continuing their professional development. Promotes collaboration, constructive feedback, and shared learning within the Workforce Development team.

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Drive for Results		Takes and delegates responsibility for outcomes: • Uses variety of resources to monitor own performance standards • Acknowledges even indirect responsibility • Commits to what is good for Albertans even if not immediately accepted • Reaches goals consistent with APS direction	 Uses feedback from supervisor and student evaluations to inform changes to training approach and acknowledges when an approach has been unsuccessful. Shows a commitment to supporting clerks in providing a high quality of service to Albertans.
Agility		Identifies and manages required change and the associated risks: • Identifies alternative approaches and supports others to do the same • Proactively explains impact of changes • Anticipates and mitigates emotions of others • Anticipates obstacles and stays focused on goals • Makes decisions and takes action in uncertain situations and creates a backup plan	 Shows leadership in conveying how to deal with change as clerks face an ever-evolving environment with complex responsibilities and expectations. Builds a positive and trusting learning environment where clerks feel they can openly discuss challenges related to change.
Benchmarks ?			+ -
List 1-2 potential comparable Government of Albe	rta: <u>Benchmark</u>		

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