Update

Ministry

Education

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Research Analyst

Current 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

2024-12-17

Responsibilities Added:

No changes to responsibilities. Updates to reflect changes due to sector reorganization.

Responsibilities Removed:

Job Purpose and Organizational Context

Why the job exists:

The Education Supports Sector provides policy direction, approves funding, provides school accreditation services, administers programs and builds system capacity that promotes an inclusive education system for children and students.

The System Supports and Policy Branch provides leadership to build system capacity to meet the

needs of children and youth through cross-ministry and welcoming, caring, respectful and safe learning environment initiatives, and provides comprehensive and diverse research, planning and policy analysis services for the sector.

This position is a key member of a team that supports government and department business plan goals by working collaboratively with staff in all Program and System Support Division branches, other divisions and other ministries. Specific duties and tasks are assigned by the supervisor and all work is guided by Alberta Education's core values of respect, integrity, accountability and excellence.

This position is accountable for assisting with the development, interpretation and implementation of education-related legislation, regulations and policies and ministry programs and initiatives for which the sector is responsible for (e.g., inclusive education, social emotional learning, working with other ministries on the integration of specialized supports and services, learning and care system, medical management for children and students in schools, timeout guidelines, seclusion and physical restraint guidelines, sections of the Guide to Education, Funding Manual and Special Education Coding Criteria etc.).

Responsibilities

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

1. The branch teams are supported in achieving department mandate and goals.
- Develops briefings and other documents in response to requests, as well as conducts environmental scans, reviews research, and provides analysis, speaking and briefing notes, reports, business cases, correspondence, presentations, and other communications materials as required.

- The analyst participates in sector, division, ministry, cross-ministry, and stakeholder committees and working groups to represent sector and branch perspectives and contribute relevant expertise, input, and recommendations.

- The analyst monitors briefings, reports, news releases, newspaper articles, media coverage, and other publications and information sources to identify emerging issues with potential to impact the sector and branch.

2. Data and information collection, analysis, and consultation services to determine requirements for current and potential programs, services, and initiatives that Education Support Sector priorities.

- The analyst collaborates, compiles, and analyzes data collected from ministry, field and public sources; creates summaries and reports; and shares with branch staff to support operations and inform sector, division and department strategic planning and decision-making.

- The analyst develops, administers, and maintains System Support and Policy branch systems to track, collect and integrate data from various ministry, government and public databases and information sources such as external engagements to enhance collaboration internally and with school authorities.

- The analyst collaborates with branch, sector and division management, professional and administrative staff to establish format, content, and creation of school authority profiles as they relate to children and students with cognitive, physical, behavioural, social emotional and mental health needs.

- The analyst integrates and synthesizes data collected in relation to capacity of school authorities to implement provincial programs, policies, priorities and initiatives, and ministry and school authority's progress toward achieving associated outcomes (e.g., plans, assessment strategies).

- The analyst identifies gaps in data and collaborates with branch, sector, division, and department

colleagues to address gaps.

- The analyst develops Action Request responses, speaking and briefing notes, reports, business cases, correspondence, presentations, and other communications materials.

3. Decision-makers at the branch, sector, division, and department can rely on the environmental scans and associated analyses to identify options and good practice and inform decisions to support the learning and leadership within the department as well as school authorities to implement provincial programs, policies, priorities, and initiatives.

- The analyst performs environmental scans to identify good practices, issues, and potential future directions for implementing provincial programs, policy priorities, and initiatives.

- The analyst summarizes and analyzes system intelligence and associated information to develop background materials, briefings, and recommendations for consideration of senior decision-makers.

- The analyst participates in project teams and helps projects focused on reviewing and evaluating school authority requirements in support of implement provincial programs, policies, priorities, and initiatives.

- The analyst supports the development and use of data in evidence-based decision-making.

4. Preparing reports and analysis of data/information to ensure program leaders have research results presented in an appropriate format to make informed decisions including:

- developing and maintaining a network of colleagues both internal and external to the provincial government; identifying any further research to enhance or validate the results;

- preparing data, evaluation findings and research results for ministerial briefings and for presentation to internal and external staff and stakeholders; and

- presenting findings to various sector, division, government and stakeholder groups.

5. The branch and sector management teams are provided with active support and contributions, including contributing to research, planning and policy analysis, 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

Problem Solving

Typical problems solved:

This position works in a complex, continually evolving environment and is relied on to integrate diverse types of data, identify, analyze, evaluate, and recommend opportunities for improvement or initiation. The analyst is key in providing an evidence-informed approach to refining those activities or considering alternative approaches.

The analyst supports strategic planning and provision of stakeholder-focused services within the branch and sector by collecting, analyzing, and reporting on data to identify issues and trends, identify options and implication, and inform decisions regarding provincial programs, policies, priorities and initiatives.

This position displays considerable initiative, creativity, and judgment when identifying, developing and enhancing mechanisms to collect and integrate data, including data from school authorities. The analyst also researches good practices, policies and potential directions for implementing provincial programs, policies, priorities and initiatives.

This position must understand complex relationships and integrate occasionally conflicting perspectives and priorities of internal and external stakeholders. The Research Analyst is expected to develop and maintain effective working relationships with ministry staff and stakeholders to support evidence-based decision making and risk mitigation.

This position exercises sound judgment when collecting and analyzing information; prioritizing project activities to meet deadlines and requirements and coordinating workflows with tight and often concurrent timelines.

Types of guidance available for problem solving:

The Research Analyst works within the parameters of established legislation, frameworks, policies and guidelines. This position provides data collection, analysis and reporting services that contribute to successful oversight and monitoring of school authorities as well as the successful development and implementation of provincial programs, policies, priorities and initiatives. This information is crucial to the Minister and the ministry in meeting goals, as well as determining gaps and opportunities.

The Research Analyst receives direction and guidance from their Manager or Director who reviews work for the quality of information and recommendations provided, as well as processes followed. The timeliness, accuracy, and relevance of information, analyses and reports provided are critical, and the development of effective relationships with colleagues and stakeholders is essential.

Direct or indirect impacts of decisions:

This position provides data collection, data analysis, evaluation, and reporting services that contribute to successful oversight and monitoring of school authorities as well as the successful development and implementation of provincial programs, policies, priorities and initiatives. This information is crucial to the Minister and the ministry in meeting goals, as well as determining gaps and opportunities.

The Research Analyst supports strategic planning and provision of stakeholder-focused services within the branch and sector by collecting, analyzing, and reporting on data to determine issues and trends, identifying options and their implications, and informing decisions regarding provincial programs, policies, priorities and initiatives.

Key Relationships

Major stakeholders and purpose of interactions:

- Executive Director - strategic direction and information source.

- Director - strategic and tactical direction.

- Manager - immediate supervisory direction and project assignment, regular and ongoing contact, that can include branch and sector staff members, to provide updates, planning and project management; to collect, maintain, and analyze data; develop summaries and recommendations; contribute to issues resolution; and collaborate on initiatives and projects.

- Ministry and government staff - exchange information (e.g., school authority capacity to implement provincial programs, policies, priorities and initiatives); provide recommendations and advice; participate in working groups; and collaborate on initiatives and projects.

- The Research Analyst develops and maintains collaborative working relationships with colleagues, partners and stakeholders as required.

Required Education, Experience and Technical Competencies

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

If other, specify:

A related degree that demonstrates competencies in research, policy development analysis.

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

Two years experience supporting business and/or government leaders through conducting e-scans, stakeholder consultations, project management, and policy development / research /analysis.

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
Agility	○ ○ ◉ ○ ○	Identifies and manages required change and the associated risks: • Identifies alternative approaches and supports others to do the same	Has the ability to anticipate and understand changing environments, changing scopes/requirements and to adjust project plans,

		• 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	milestones and deliverables accordingly in order to achieve identified outcomes.
Systems Thinking	◯ ◯ ◉ ◯ ◯	Takes a long-term view towards organization's objectives and how to achieve them: • Takes holistic long-term view of challenges and opportunities • Anticipates outcomes and potential impacts, seeks stakeholder perspectives • Works towards actions and plans aligned with APS values • Works with others to identify areas for collaboration	Has the ability to synthesize information to support the integration of systems to develop and inform vision, goals and necessary strategies.
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	Will be able to provide solution-focused strategies and leverage collaborative opportunities to solve issues as they arise.
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	Frequently serves as a member of a team and must be effective in supporting the efficacy of the team.

		• Anticipates and reduces conflict at the outset • Credits others and gets talent recognized • Promotes collaboration and commitment	