

## **CLASSIFICATION JOB INFORMATION**

SAP Job ID:	90004948
Position/Classification Title:	Executive Director Programs
Pay Grade:	EC 16
Add-On Eligibility:	False
Standardized:	No
Inactive	No
Date Last Evaluated:	7/20/2021

## **JOB INFORMATION**

Job/Working Title:	Executive Director Programs
Department:	Education & Early Childhood Development
Division/Section:	
Reports To (Position Title):	
Exclusion Status:	Excluded

## **OVERALL PURPOSE**

The Department of Education and Early Childhood Development has a broad mandate that includes responsibility for early childhood development and the education of children and youth. The Executive Director is responsible for providing oversight of the early years and public education systems through program development impacting over 120,000 children in Nova Scotia. The Executive Director provides comprehensive and strategic advice to the Deputy Minister and the senior leadership teams of EECD and the Regional Centres for Education (RCEs)/Conseil scolaire acadien provincial (CSAP) on key matters pertaining to all aspects of programs and services that will lead the transformation of the early years and public education systems.

The Executive Director is dedicated to advancing equity, inclusion and well-being throughout these systems and by designing and supporting the development of innovative programs, services, and curricula, facilitating excellence in teaching and learning that provide children, youth, and families with a strong foundation for success.

Responsibilities of the ED include strategic direction on the effective development, coordination, delivery and evaluation of the programs and services to support children, youth and families and the provision of leadership to strengthen the department's ability to respond equitably and effectively to the needs across the province

## **KEY RESPONSIBILITIES**

Provide direction, leadership, and consultative/advisory services in the development of policies, programs, and funding. Provides on-going strategic advice to government, RCEs/CSAP and childcare operators on matters pertaining to positive developmental outcomes for children and the well-being and achievement of all students, children, and families.

Establishment of best practices and latest evidence-based research to support a highly trained and professional staff both in early years and public education, ready to support and meet the needs of today's young children and students. For example, the incumbent may be required to develop a new framework of teaching standards, or the creation and redesign of programs, and teaching specialties. Requires working with RCEs/CSAP, post-secondary institutions, and all other relevant stakeholders both internal and external to government, to create new programs and update existing programs. These include but are not limited to: leadership and educator competencies, priority areas, and addressing the specific learning and care needs of Nova Scotia children and youth.

Responsible to provide leadership in the expansion and enhancement of leadership training options for those in the public-school system and early learning and childcare. In the public school system, the incumbent will be required to work with school administrators on the development of a performance management system for Nova Scotia teachers, with associated templates, training requirements for Principals and full provincial implementation across school regions. In the early learning and child care sector, leadership training and post-diploma and degree training opportunities will be developed, facilitated and supported between EECD and all

stakeholders including the post-secondary training institutions, the non-profit and the commercial child care sector.

Working in partnership with stakeholders, ensure the efficient and effective measurement of educational and developmental outcomes of children and youth through the development and implementation of assessment strategies that ensure data collected and disseminated is used to inform changes in policies, processes and practices that support the development of children and the well-being and achievement of students. This requires leadership and participation in provincial, national, and international committees, and associated programs.

The incumbent also leads the revision of the school improvement planning process in Nova Scotia schools, to promote student achievement and career readiness, as documented by a range of performance indicators.

Creates and monitors opportunities for joint projects in the areas of research; particularly, Nova Scotia specific research related to improving developmental outcomes for children, student achievement, leadership development and systems improvement.

The incumbent also works closely with the Strategic Policy, RCE Liaison and Research Branch in the development of new Departmental protocols, policies and procedures governing educational research conducted within the Department, and outside the Department through partnership agreements with other government departments, such as Health and external partners.

Promotes public knowledge of and support for Department of Education and Early Childhood Development's focus on learning excellence through articulation of vision and mission; communication and interpretation of policies, procedures, and expected outcomes; championing of program priorities and initiatives; and providing a wide range of high quality consultative/advisory services on programs to a broad range of stakeholder groups

The incumbent is responsible to design and deliver in-person and on-line presentations on key department initiatives and priorities like the Child Care Action Plan, Education Action Plan, Early Learning and Child Care Agreement projects to a variety of internal and external audiences. These may include but are not limited to educators, education system committees, other cross-governmental committees, and post-secondary educators.

Ensures the effective management of human and financial resources by setting and evaluating staff performance targets, promoting diversity and a healthy workplace, exemplifying leadership competencies, respecting corporate human resources practices, promoting teamwork and individual development, maintaining internal communication, monitoring revenues and expenditures, adhering to procurement guidelines, acquiring goods and services in the most cost effective manner, and accurately forecasting budget requirements for the fiscal year.

Effective management of human and financial resources is also advanced by the incumbent's service on negotiating teams, such as the Teachers Provincial Agreement and Federal-Provincial Early Learning and Child Care Agreement. Serving with key stakeholders and Department leaders, the incumbent provides professional expertise on critical issues impacting the efficient and progressive delivery of early learning and care programs and public education. This includes barriers to enhanced teacher certification, teacher and early childhood education professional development, recruitment/retention and workforce issues in early learning and childcare, and teacher performance appraisal and strategies for ameliorating them through collective bargaining.

May perform other related duties as assigned

In addition to the knowledge, skills and abilities outlined in the job description, this job may include other, assignment-specific requirements (ex: French language, drivers license, membership in an employment equity group or security screening, etc.)

## SCOPE

<b>Contacts (Typical):</b>	<p>Internally, the Executive Director works closely with employees and officials across the provincial government including senior management of the departments of Education and Early Childhood Development, Health, Community Services, Labour and Advanced Education and others to develop, plan, implement, monitor and evaluate corporate and departmental strategies, programs and policies.</p> <p>External contacts include senior staff of regional centres for education and board professionals and principals; NSTU, NSCC, Private career Colleges, universities (including Deans of Education), NS Education Common Services Bureau, media, parents and other stakeholders to provide information and consultative and advisory services. Council of Atlantic Ministers of Education and Atlantic DMs, Council of Ministers of Education Canada Secretariat and provincial DMs, sector councils and various business entities to provide information and consultative and advisory services and to collaborate on joint projects. Other key external stakeholders include but are not limited to the Government of Canada, other provincial/territorial governments, community intervention services for young children (Like NS Hearing and Speech, Public Health, Nova Scotia Early Childhood Development Intervention Services).</p>
<b>Innovation:</b>	The Executive Director is responsible for providing oversight of the early years

	<p>and public education systems through program development impacting over 120,000 children in Nova Scotia. The Executive Director is responsible for providing oversight of the early years and public education systems through program development impacting over 120,000 children in Nova Scotia. The Executive Director provides comprehensive and strategic advice to the Deputy Minister and the senior leadership teams of EECD and the Regional Centres for Education (RCEs)/Conseil scolaire acadien provincial (CSAP) on key matters pertaining to all aspects of programs and services that will lead the transformation of the early years and public education systems.</p> <p>The Executive Director is dedicated to advancing equity, inclusion and well-being throughout these systems and by designing and supporting the development of innovative programs, services, and curricula, facilitating excellence in teaching and learning that provide children, youth, and families with a strong foundation for success.</p> <p>This is a major challenge requiring highly creative and innovative actions, significant coordination and collaborative efforts with teams, work plan integration, communications, and oversight of team efforts. Development and implementation teams require guidance and solutions to varied problems and issues due to divergent interests that occur with inter and intra department/government representation and diversity of the initiatives. These working groups can include other departments, RCE/CSAP staff, NSTU, other federal and provincial representatives, public. Managing a wide variety of stakeholders in such an environment can become complex, contentious, and sensitive requiring a strong leader to find workable solutions and creative ways to advance to achieve results.</p> <p>The incumbent will be required to use analysis, creative and critical thinking skills, and strategic planning to provide senior strategic leadership and oversight of program, policies and initiatives as identified by the Deputy Minister. New ways of working in a team/partnership environment will be required. The incumbent will have to inspire and promote a collaborative culture within the department, and support the development of collaborative relationships, built on trust and respect during a time of tremendous internal and external change. S/he will need to be well versed in changes occurring in education across NS and engage staff using effective change management.</p> <p>Builds a high performing branch by ensuring that the team is focused, motivated, and inspired to achieve team objectives. Specifically, sets team direction; for example, communicating and sustaining a clear sense of purpose for the team.</p>
<b>Decision Making:</b>	<p>Decisions which are made within the framework of the Education Act, Pre-primary Education Act, Early Learning and Child Care Act, government, and departmental policy do not require referral to the supervisor. The incumbent is responsible for all operational and financial decisions as delegated and exercises considerable latitude in formulating policy regarding the programs and services leading to a new effective and efficient learning system. Will have to use a risk management approach to implement strategic decisions.</p> <p>The incumbent reports directly to the Deputy Minister or Associate Deputy Minister, to which decisions with major policy, political, or financial implications are referred as required.</p>
<b>Impact of Results:</b>	<p>Results achieved directly affect the ability of the Government of Nova Scotia to provide quality education programs and services for Nova Scotians to assist them to become healthy, well-educated socially responsible citizens to build the economy.</p>

#### **People Management:**

	# Direct Resources Managed	# Indirect Resources Managed
<b>Additional Information (if required):</b>	<p>This Job Reports to: Deputy Minister, Education and Early Childhood Development</p> <p>Job Titles and number of incumbents reporting to this job: Directors, (1-5) Secretary 3 Executive Lead (1-2)</p>	

## LICENSES/CERTIFICATIONS

<b>Data From Conversion:</b>	<p>Includes information not referenced elsewhere in the job description that will further help the understanding of what is typical of this job, such as a credential, license or professional designation which is required to perform the work (ex: P.Eng., CPA, Journeyperson Certificate, etc.). Does not include education and experience.</p> <p>The incumbent will be (8) eight executive directors of program areas tasked with implementing the Department's plan for the radical change in the way education and early learning is organized and delivered in Nova Scotia. There will be ongoing reporting to the public. This type of rapid change and scrutiny is a new way of working and will require an enormous amount of critical thinking and effort.</p> <p>May perform other related duties as assigned.</p> <p>In addition to the knowledge, skills and abilities outlined in the job description, this job may include other, assignment-specific requirements (ex: French language, drivers license, membership in an employment equity group or security screening, etc.)</p>
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## WORKING CONDITIONS

### Physical Effort

### Physical Environment

### Sensory Attention

### Psychological Pressures

<b>Examples/ Additional Information:</b>	<p>A - Physical Effort Located in a comfortable office environment.</p> <p>B - Physical Environment Administrative position does not require physical labour.</p> <p>C - Sensory Attention There is constant need to listen, concentrate, and interpret written and verbal communications. Attends numerous meetings and participates on numerous committees. Provides expert advice to senior internal and a wide variety of external stakeholders. Anticipates problems and continuously troubleshoots and problem solves as issues arise.</p> <p>D - Mental Pressures Job is under considerable pressure from deadlines and frequently conflicting demands that require constant prioritization. Must handle immediate requests from Minister, Deputy Minister, Associate Deputy Minister, and direct reports requiring intense concentration, attention to detail and strategic considerations and context. Additional high level requests from Treasury and Policy Board, Cabinet and provincial collaborative tables like Social Senior Partnership put tremendous pressure on delivery of timely and effective options and solutions for some of the most challenging social problems facing Nova Scotia today.</p>
<b>Data From Conversion:</b>	