

Role Description

Senior Curriculum Officer, Diversity



Cluster	Education
Department/Agency	NSW Education Standards Authority (NESA)
Division/Branch/Unit	Curriculum Standards
Role number	B1163
Classification/Grade/Band	Senior Education Officer grade 2 (SEO2)
ANZSCO Code	249111
PCAT Code	1119192
Date of Approval	September 2022
Agency Website	educationstandards.nsw.edu.au

Agency overview

The NSW Education Standards Authority (NESA) is an independent statutory authority responsible for the curriculum, assessment, teacher accreditation and regulatory standards in NSW schools, and accreditation of early childhood educators. NESA is responsible for developing policies and initiatives for evaluating and improving quality teaching and student learning across all schools and school sectors. NESA was formally established on 1 January 2017, in response to the need to adopt a more strategic and outward-looking focus, greater clarity of regulatory roles and responsibilities, and streamlined processes and systems.

Primary purpose of the role

The Senior Curriculum Officer, Diversity provides curriculum and assessment expertise, advice and support for the implementation and monitoring of curriculum from Kindergarten to Year 12 (K–12), and manages curriculum activities and projects in accordance with Directorate priorities and processes.

Key accountabilities

- Provides expertise and advice in relation to diverse learners and access and equity programs.
- Undertakes curriculum activities and projects in accordance with Directorate strategic and operational plans and processes.
- Prepares correspondence, reports, briefings and data in relation to diverse student learner needs and access and equity programs and related curriculum development and implementation in schools.
- Works collaboratively with officers across learning areas, cross curriculum teams and other areas of NESA to ensure cohesion, alignment and quality in the implementation of syllabuses.
- Develops material to support implementation of K–12 syllabuses with a focus on equity and ensuring access for the diversity of learners.
- Monitoring, maintenance and/or development of curriculum as they relate to the cyclical review of syllabuses with a focus on inclusivity and quality outcomes for the diverse range of students.
- Provides advice in regard to national and international research that informs best practice to meet diverse student learner needs, including students with disability.
- Collaborates, communicates and works effectively with a range of NESA areas, particularly with the Assessment Standards Directorate, to support diverse student learner needs in NSW.
- Uses technology effectively to complete curriculum activities and projects.

Key challenges

- Undertaking curriculum activities and projects in the context of a variety of views, opinions and priorities with a range of diverse and, at times, competing expectations, interests and sensitivities.
- Maintaining currency in national and international best practice and research in curriculum design, teaching, learning and assessment in relation to diverse student learner needs.
- Contributing to building collaborative relationships and alignment across the work of NESA, especially within the Curriculum Standards Directorate, by balancing priorities and demands with the competing priorities and demands of other areas and across teams.
- Delivering outcomes relating to curriculum activities and projects with competing priorities in an intensive work environment.

Key relationships

Internal

Who	Why
Curriculum Manager(s) and/or Principal Curriculum Officers(s)	<ul style="list-style-type: none">• Provide diversity expertise and advice.• Receive direction relating to curriculum activities.• Work collaboratively to achieve consistency and quality in curriculum activities and projects, processes, and communications.• Report on the progress of curriculum activities and projects aligned to curriculum implementation and syllabus monitoring, maintenance and/or development.• Identify emerging issues and escalate issues.• Provide and receive feedback and ensure ongoing communication.
Senior Curriculum Officers	<ul style="list-style-type: none">• Work collaboratively to achieve consistency and quality in curriculum activities and projects, processes, and communications.• Identify emerging issues and escalate issues.
Curriculum Standards Directorate officers	<ul style="list-style-type: none">• Work collaboratively and ensure ongoing communication to achieve identified activity and/or project outcomes and resolve emerging issues.• Provide diversity expertise and advice, and support activities across the Directorate.
NESA directorates/branches	<ul style="list-style-type: none">• Work collaboratively to meet and achieve NESA activities and project milestones, and contribute learning area expertise in curriculum, school-based assessment and examinations to directorates and branches across NESA.

External

Who	Why
Key stakeholder organisations including government and non-government organisations, education sectors, teacher professional associations, teachers, tertiary educators, teacher unions, publishers and parent bodies	<ul style="list-style-type: none">• Engage with teachers, representatives from key stakeholder organisations and members of the public in relation to curriculum matters.• Foster effective working relationships that represent NESA professionally and ethically promoting the broader goals of the organisation in a manner that enhances NESA's reputation.

Role dimensions

Decision making

Decisions are made in accordance with NESA and/or Directorate documented policies and procedures including the Code of Ethics and Conduct. This role exercises some autonomy within defined parameters of agreed scope of works and refers to the Principal Curriculum Officer, Diversity any decisions requiring significant variations to agreed outcomes.

Reporting line

Senior Curriculum Officer, Diversity reports to the Principal Curriculum Officer, Diversity.

Direct reports

The number of direct reports may vary.

Essential requirements

- tertiary qualifications in education in a relevant discipline
- extensive working knowledge and understanding of current legislation, policy, research, practices and issues relating to curriculum and assessment for diverse learners
- expertise in teaching, learning and assessment for diverse student learner needs, including students with disability
- additional expertise in teaching, learning and assessment for students for whom English is an additional language or dialect (EAL/D) and/or gifted students is desirable.

Capabilities for the role




The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.




The capabilities are separated into focus capabilities and complementary capabilities

Focus capabilities

Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.















Capability group/sets	Capability name	Behavioural indicators	Level
<div> Personal Attributes</div>	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none">• Keep up to date with relevant contemporary knowledge and practices• Look for and take advantage of opportunities to learn new skills and develop strengths• Show commitment to achieving challenging goals• Examine and reflect on own performance• Seek and respond positively to constructive feedback and guidance• Demonstrate and maintain a high level of personal motivation	Adept
<div> Relationships</div>	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none">• Present with credibility, engage diverse audiences and test levels of understanding• Translate technical and complex information clearly and concisely for diverse audiences• Create opportunities for others to contribute to discussion and debate• Contribute to and promote information sharing across the organisation• Manage complex communications that involve understanding and responding to multiple and divergent viewpoints• Explore creative ways to engage diverse audiences and communicate information• Adjust style and approach to optimise outcomes• Write fluently and persuasively in plain English and in a range of styles and formats	Advanced
<div> Relationships</div>	Work Collaboratively Collaborate with others and value their contribution	<ul style="list-style-type: none">• Recognise outcomes achieved through effective collaboration between teams• Build cooperation and overcome barriers to information sharing, communication and collaboration across the organisation and across government• Facilitate opportunities to engage and collaborate with stakeholders to develop joint solutions• Network extensively across government and organisations to increase collaboration• Encourage others to use appropriate collaboration approaches and tools, including digital technologies	Advanced

Capability group/sets	Capability name	Behavioural indicators	Level
	Plan and Prioritise Plan to achieve priority outcomes and respond flexibly to changing circumstances	<ul style="list-style-type: none"> Consider the future aims and goals of the team, unit and organisation when prioritising own and others' work Initiate, prioritise, consult on and develop team and unit goals, strategies and plans Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses Ensure current work plans and activities support and are consistent with organisational change initiatives Evaluate outcomes and adjust future plans accordingly 	Adept
	Technology Understand and use available technologies to maximise efficiencies and effectiveness	<ul style="list-style-type: none"> Identify opportunities to use a broad range of technologies to collaborate Monitor compliance with cyber security and the use of technology policies Identify ways to maximise the value of available technology to achieve business strategies and outcomes Monitor compliance with the organisation's records, information and knowledge management requirements 	Adept
	Project Management Understand and apply effective planning, coordination and control methods	<ul style="list-style-type: none"> Understand all components of the project management process, including the need to consider change management to realise business benefits Prepare clear project proposals and accurate estimates of required costs and resources Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements Identify and evaluate risks associated with the project and develop mitigation strategies Identify and consult stakeholders to inform the project strategy Communicate the project's objectives and its expected benefits Monitor the completion of project milestones against goals and take necessary action Evaluate progress and identify improvements to inform future projects 	Adept

Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

Capability group/sets	Capability name	Description	Level
 Personal Attributes	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Adept
 Personal Attributes	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Adept
 Personal Attributes	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Adept
 Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Adept
 Relationships	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Adept
 Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Adept
 Results	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Adept
 Results	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Adept
 Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Intermediate
 Business Enablers	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate
 People Management	Manage and Develop People	Engage and motivate staff, and develop capability and potential in others	Intermediate
 People Management	Inspire Direction and Purpose	Communicate goals, priorities and vision, and recognise achievements	Intermediate
 People Management	Optimise Business Outcomes	Manage people and resources effectively to achieve public value	Intermediate
 People Management	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Intermediate