

Role Description

Research Officer



Education

Role Description Fields	Details
Cluster	Education
Department/Agency	Department of Education
Division/Branch/Unit	Early Childhood Outcomes/System Stewardship/Data Analytics & Performance
Role number	268848
Classification/Grade/Band	Clerk Grade 7/8
ANZSCO Code	224412
PCAT Code	1119192
Date of Approval	19 April 2023
Agency Website	education.nsw.gov.au

Agency overview

At the NSW Department of Education, we educate and inspire lifelong learners – from early childhood, through schooling to vocational education and training.

We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector. We unlock excellence and unleash the potential of two-thirds of school children in NSW. We're proudly public and the largest education system in Australia. We nurture opportunities for every learner to develop the skills needed for their chosen career path, helping shape the industries of tomorrow.

We respect and value Aboriginal and Torres Strait Islander peoples as First Peoples of Australia.

Early Childhood Outcomes Division

With a commitment of \$15.9 billion over 10 years, the goal is to give every child in NSW the very best start in life and set them up for future prosperity. This landmark investment comes on top of existing and sustained commitments to promoting quality, accessible and affordable early learning in NSW.

The Early Childhood Outcomes Division leads the delivery of the Early Childhood Education reform program, including comprehensive investments in the critical first 5 years of life for every child – in child development and in early education and care, making investments that support families and the community now, as well as investing in long term reforms for the future. Key initiatives will include supporting families with young children to access the services they need to support their own prosperity and well-being; valuing and growing the early childhood education and care sector and investing in early childhood teachers and educators.

Primary purpose of the role

The Research Officer undertakes research and analysis to support the delivery of research projects for Early Childhood Education funded programs, policy initiatives and other activities.

Key accountabilities

- Undertake qualitative and quantitative analysis to support early childhood policy and programs for the Directorate.
- Ensure research and analysis is conducted in compliance with established methodology and procedures to meet the governance requirements of the Directorate.
- Utilise a range of material and methodology to support the effective communication of analysis and advice to inform a wide range of key stakeholder audiences on research project outcomes.
- Contribute to the preparation of high-quality research reports to ensure they meet the standard for peer-reviewed publication.
- Provide accurate and timely advice on the progress of projects and analysis of research proposals to a range of audiences to facilitate their completion to meet stakeholder requirements.
- Foster sustainable partnerships with internal and external stakeholders to gain their support and commitment to the Directorate's projects.
- Participate in the review of the procedures governing the delivery of research projects to identify opportunities to enhance processes in line with the Department's commitment to continuous improvement.

Key challenges

- Working collaboratively in cross-directorate and cross-portfolio teams to ensure research projects are implemented to meet a range of stakeholder requirements.
- Providing accurate and timely analysis and advice while balancing a wide range of competing stakeholder priorities with time sensitive deadlines for completion.
- Maintaining up to date knowledge of current and emerging trends to ensure that the analytical work supporting the development of the Directorate's proposals, projects and publications is based on up to date contemporary national and international practice.

Key relationships

Internal

Who	Why
Line manager	<ul style="list-style-type: none">• Escalate issues and receive instructions.• Receive guidance and instructions and report on progress against work plans and activities.
Work team	<ul style="list-style-type: none">• Participate in meetings, share information and provide input on issues.
Directorate staff	<ul style="list-style-type: none">• Support the development and maintenance of effective working relationships to foster collaboration, consultation and engagement on projects and initiatives.

External

Who	Why
Other government agencies, and industry professionals/consultants/key stakeholders	<ul style="list-style-type: none">• Support the development and maintenance of effective working relationships to foster collaboration, consultation and engagement on projects and initiatives.• Support the identification of stakeholder views to inform project development.

Role dimensions

Decision making

Acts independently in performing its core work functions and makes decisions in accordance with relevant policies, procedures and guidelines to achieve outcomes.

Consults with the Manager on sensitive, high-risk or business critical matters to agree on a suitable course of action.

Reporting line

Functional line manager

Direct reports

nil

Budget/Expenditure

nil

Key knowledge and experience

- Knowledge of and commitment to implementing the Department's [Aboriginal Education Policy](#) and upholding the Department's Partnership Agreement with the NSW AECG and the [ECE First Steps Strategy](#) to ensure quality outcomes for Aboriginal people and support Aboriginal children and families in NSW.
- Experience with both qualitative and quantitative research methods, and organising, analysing and reporting on qualitative and quantitative data.

Essential requirements

- Hold a valid clearance to work with children (Working with Children Check).
- Tertiary qualifications in a relevant discipline or demonstrated equivalent knowledge and/or experience.
- Demonstrated understanding of and commitment to the value of public education.

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.

Focus capabilities

Capability group/sets	Capability name	Behavioural indicators	Level
 Personal Attributes	Act with Integrity Be ethical and professional, and uphold and promote the public sector values	<ul style="list-style-type: none"> • Represent the organisation in an honest, ethical and professional way and encourage others to do so • Act professionally and support a culture of integrity • Identify and explain ethical issues and set an example for others to follow • Ensure that others are aware of and understand the legislation and policy framework within which they operate • Act to prevent and report misconduct and illegal and inappropriate behaviour 	Adept
 Relationships	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none"> • Tailor communication to diverse audiences • Clearly explain complex concepts and arguments to individuals and groups • Create opportunities for others to be heard, listen attentively and encourage them to express their views • Share information across teams and units to enable informed decision making • Write fluently in plain English and in a range of styles and formats • Use contemporary communication channels to share information, engage and interact with diverse audiences 	Adept
 Relationships	Work Collaboratively Collaborate with others and value their contribution	<ul style="list-style-type: none"> • Encourage a culture that recognises the value of collaboration • Build cooperation and overcome barriers to information sharing and communication across teams and units • Share lessons learned across teams and units • Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work • Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services 	Adept











	Deliver Results Achieve results through the efficient use of resources and a commitment to quality outcomes	<ul style="list-style-type: none"> • Use own and others' expertise to achieve outcomes, and take responsibility for delivering intended outcomes • Make sure staff understand expected goals and acknowledge staff success in achieving these • Identify resource needs and ensure goals are achieved within set budgets and deadlines • Use business data to evaluate outcomes and inform continuous improvement • Identify priorities that need to change and ensure the allocation of resources meets new business needs • Ensure that the financial implications of changed priorities are explicit and budgeted for 	Adept
	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

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.

Complementary capabilities

Capability group/sets	Capability name	Description	Level
	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Intermediate
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational
	Project Management	Understand and apply effective planning, coordination and control methods	Intermediate