

# Role Description

## Subject Matter Expert Learning Across the Curriculum



Education  
Standards  
Authority

Cluster	Education
Agency	NSW Education Standards Authority
Division/Branch/Unit	Curriculum Standards
Location	117 Clarence Street, Sydney
Classification/Grade/Band	Senior Education Officer grade 2 (SEO2)
Role Number	<b>B4516</b>
ANZSCO Code	24911
PCAT Code	1119192
Date of Approval	July 2021
Agency Website	<a href="http://www.educationstandards.nsw.edu.au">www.educationstandards.nsw.edu.au</a>

### Agency overview

The NSW Education Standards Authority ('NESA') was formally established on 1 January 2017 to improve quality teaching and student learning across all schools and school sectors. It is responsible for the curriculum, assessment, teacher accreditation and regulatory standards in NSW schools, and accreditation of early childhood teachers.

### Primary purpose of the role

The Subject Matter Expert Learning Across the Curriculum is responsible for providing expertise to support the curriculum reform syllabus development process. The role involves providing leadership and advice regarding the inclusion of learning across the curriculum content across all syllabuses. The role requires working collaboratively with the team of Subject Matter Experts across the eight learning areas to ensure that there is consistency and coherence in the alignment of learning across the curriculum requirements and expected standards of achievement across all syllabuses. The Subject Matter Expert Learning Across the Curriculum will provide advice on sequencing within the syllabuses as they develop.

### Key accountabilities

- Provides strong and effective leadership of learning across the curriculum content development in syllabuses as they relate to the curriculum reform process.
- Prepares reports, briefings and data in relation to the evidence base that supports appropriately sequenced and quality learning across the curriculum content development to support syllabus development.
- Provides high level advice and expertise regarding the integration of learning across the curriculum content across all syllabuses aligned to the findings of the Curriculum Review.

- Works collaboratively with Subject Matter Experts across key learning areas and cross curriculum teams to ensure cohesion, alignment and quality in the development of syllabuses.
- Provides advice in regard to national and international research that informs best practice in learning across the curriculum content.
- Collaborates, communicates and works effectively with a range of NESA units, particularly with the Assessment Directorate, to support learning in NSW.
- Uses technology effectively to support the syllabus development process.
- Contributes to development of support materials for each of the syllabus areas.
- Contributes to other duties as required by the Director or the Curriculum Reform Leads.

## Key challenges

- Leading and managing learning across the curriculum content in the syllabuses in the context of a variety of views, opinions and expectations with a range of diverse and, at times, competing expectations, interests and sensitivities.
- Establishing and maintaining productive stakeholder relationships and contemporary communications strategies with key stakeholders in public and private education systems, universities, TAFE, unions, parent bodies and other organisations to support the inclusion of learning across the curriculum content to support curriculum reform.
- Maintaining currency in national and international best practice and research in the role of learning across the curriculum content in curriculum design, teaching, learning and assessment.
- Contributing to building collaborative relationships and alignment across the work of NESA, especially within the Curriculum Standards Directorate, by balancing the priorities and demands of learning across the curriculum content with the competing priorities and demands of other key learning areas and across teams.
- Delivering outcomes relating to curriculum activities with competing priorities in an intensive work environment.

## Key relationships

Who	Why
<b>Internal</b>	
Director, Curriculum Operations	<ul style="list-style-type: none"> <li>• Provide expert advice, receive direction, report on activities, identify emerging issues and escalates issues.</li> <li>• Work collaboratively, provide and receive feedback and ensure ongoing communication.</li> </ul>
Curriculum Reform Leads	<ul style="list-style-type: none"> <li>• Provide expert advice, receive direction, report on projects, identify emerging issues and escalates issues.</li> <li>• Work collaboratively, provide and receive feedback and ensure ongoing communication.</li> </ul>
Principal Project Officer, Curriculum Projects; Curriculum Reform Advisor, Diversity; Curriculum Reform Advisor, Aboriginal Education	<ul style="list-style-type: none"> <li>• Report on the progress of curriculum activities aligned to syllabus development and maintenance.</li> <li>• Receive feedback and direction relating to curriculum activities.</li> <li>• Identify emerging issues and escalate issues.</li> <li>• Work collaboratively to achieve consistency in projects, processes, and communications.</li> </ul>
Subject Matter Experts	<ul style="list-style-type: none"> <li>• Collaborate on the progress of curriculum activities aligned to syllabus development and maintenance.</li> <li>• Identify emerging issues and escalate issues.</li> </ul>

Who	Why
	<ul style="list-style-type: none"> <li>Work collaboratively to achieve consistency in projects, processes, and communications.</li> </ul>
Curriculum Standards Directorate Support Officers	<ul style="list-style-type: none"> <li>Work collaboratively and ensure ongoing communication to achieve identified activity outcomes and resolve emerging issues.</li> <li>Provide expertise and advice, and support activities across the Directorate.</li> </ul>
NESA directorates/branches	<ul style="list-style-type: none"> <li>Work collaboratively to meet and achieve NESA activities and contribute expertise in curriculum and school-based assessment to Directorates and branches across NESA.</li> </ul>
External	
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"> <li>Engage with teachers, representatives from key stakeholder organisations and members of the public to lead structured and responsive consultation, and coordinate feedback and advice in relation to curriculum matters.</li> <li>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.</li> </ul>

## 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 works collaboratively within the syllabus development team and in the broader context of curriculum reform.

### Reporting line

Subject Matter Expert Learning Across the Curriculum reports to the Curriculum Reform Team Leader 7–10.

### Direct reports

The number of direct reports may vary for the duration of curriculum reform.

### Essential requirements






- tertiary qualifications in education and/or educational leadership or equivalent knowledge and experience
- extensive working knowledge and understanding of current and emerging curriculum and assessment legislation, policies, research, trends and issues relating to curriculum reform
- expertise in learning across the curriculum content

### Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at [www.psc.nsw.gov.au/capabilityframework](http://www.psc.nsw.gov.au/capabilityframework)

## Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in bold are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

NSW Public Sector Capability Framework		
Capability Group	Capability Name	Level
 <b>Personal Attributes</b>	Display Resilience and Courage	Adept
	Act with Integrity	Adept
	<b>Manage Self</b>	<b>Adept</b>
	Value Diversity and Inclusion	Adept
 <b>Relationships</b>	<b>Communicate Effectively</b>	<b>Advanced</b>
	Commit to Customer Service	Adept
	<b>Work Collaboratively</b>	<b>Advanced</b>
	Influence and Negotiate	Adept
 <b>Results</b>	Deliver Results	Advanced
	<b>Plan and Prioritise</b>	<b>Adept</b>
	Think and Solve Problems	Adept
	Demonstrate Accountability	Advanced
 <b>Business Enablers</b>	Finance	Adept
	<b>Technology</b>	<b>Adept</b>
	Procurement and Contract Management	Intermediate
	<b>Project Management</b>	<b>Adept</b>
 <b>People Management</b>	<b>Manage and Develop People</b>	<b>Intermediate</b>
	Inspire Direction and Purpose	Intermediate
	Optimise Business Outcomes	Intermediate
	Manage Reform and Change	Intermediate

## Focus capabilities

The focus capabilities for the role are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the role's key accountabilities.

NSW Public Sector Capability Framework		
Group and Capability	Level	Behavioural Indicators
<b>Personal Attributes</b>	Adept	<ul style="list-style-type: none"> <li>Keep up to date with relevant contemporary knowledge and practices</li> <li>Look for and take advantage of opportunities to learn new skills and develop strengths</li> <li>Show commitment to achieving challenging goals</li> </ul>
Manage Self		

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		<ul style="list-style-type: none"> <li>Examine and reflect on own performance</li> <li>Seek and respond positively to constructive feedback and guidance</li> <li>Demonstrate and maintain a high level of personal motivation</li> </ul>
<b>Relationships</b> Communicate Effectively	Advanced	<ul style="list-style-type: none"> <li>Present with credibility, engage diverse audiences and test levels of understanding</li> <li>Translate technical and complex information clearly and concisely for diverse audiences</li> <li>Create opportunities for others to contribute to discussion and debate</li> <li>Contribute to and promote information sharing across the organisation</li> <li>Manage complex communications that involve understanding and responding to multiple and divergent viewpoints</li> <li>Explore creative ways to engage diverse audiences and communicate information</li> <li>Adjust style and approach to optimise outcomes</li> <li>Write fluently and persuasively in plain English and in a range of styles and formats</li> </ul>
<b>Relationships</b> Work Collaboratively	Advanced	<ul style="list-style-type: none"> <li>Recognise outcomes achieved through effective collaboration between Teams</li> <li>Build cooperation and overcome barriers to information sharing, communication and collaboration across the organisation and across government</li> <li>Facilitate opportunities to engage and collaborate with stakeholders to develop joint solutions</li> <li>Network extensively across government and organisations to increase collaboration</li> <li>Encourage others to use appropriate collaboration approaches and tools, including digital technologies</li> </ul>
<b>Results</b> Plan and Prioritise	Adept	<ul style="list-style-type: none"> <li>Consider the future aims and goals of the team, unit and organisation when prioritising own and others' work</li> <li>Initiate, prioritise, consult on and develop team and unit goals, strategies and plans</li> <li>Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses</li> <li>Ensure current work plans and activities support and are consistent with organisational change initiatives</li> <li>Evaluate outcomes and adjust future plans accordingly</li> </ul>
<b>Business Enablers</b> Technology	Adept	<ul style="list-style-type: none"> <li>Identify opportunities to use a broad range of technologies to collaborate</li> <li>Monitor compliance with cyber security and the use of technology policies</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		<ul style="list-style-type: none"> <li>Identify ways to maximise the value of available technology to achieve business strategies and outcomes</li> <li>Monitor compliance with the organisation's records, information and knowledge management requirements</li> </ul>
<b>Business Enablers</b> Project Management	Adept	<ul style="list-style-type: none"> <li>Understand all components of the project management process, including the need to consider change management to realise business benefits</li> <li>Prepare clear project proposals and accurate estimates of required costs and resources</li> <li>Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements</li> <li>Identify and evaluate risks associated with the project and develop mitigation strategies</li> <li>Identify and consult stakeholders to inform the project strategy</li> <li>Communicate the project's objectives and its expected benefits</li> <li>Monitor the completion of project milestones against goals and take necessary action</li> <li>Evaluate progress and identify improvements to inform future projects</li> </ul>
<b>People Management</b> Manage and Develop People	Intermediate	<ul style="list-style-type: none"> <li>Collaborate to set clear performance standards and deadlines in line with established performance development frameworks</li> <li>Look for ways to develop team capability and recognise and develop individual potential</li> <li>Be constructive and build on strengths by giving timely and actionable feedback</li> <li>Identify and act on opportunities to provide coaching and mentoring</li> <li>Recognise performance issues that need to be addressed and work towards resolving issues</li> <li>Effectively support and manage team members who are working flexibly and in various locations</li> <li>Create a safe environment where team members' diverse backgrounds and cultures are considered and respected</li> <li>Consider feedback on own management style and reflect on potential areas to improve</li> </ul>