

# Role Description

## Chief Education Officer, Diversity



Education  
Standards  
Authority

Cluster	Education
Agency	NSW Education Standards Authority
Division/Branch/Unit	Curriculum Reform
Location	117 Clarence Street, Sydney NSW 2000
Classification/Grade/Band	Chief Education Officer grade 1 (CEOgr1)
Role Number	C4661
ANZSCO Code	134499
PCAT Code	1119192
Date of Approval	June 2022
Agency Website	<a href="http://educationstandards.nsw.edu.au">educationstandards.nsw.edu.au</a>

### 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 teachers. 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 Chief Education Officer, Diversity is responsible for the leadership, management and development of Diversity Officers who are supporting syllabus development as part of the Curriculum Reform Program with a focus on equity and ensuring access for the diversity of learners. They are responsible for building collaborative relationships across syllabus development teams K–12, the Diversity Unit in the Curriculum Standards Directorate and other Divisions across the agency to ensure the effective delivery of reform syllabuses within the time frame outlined in the NSW Government's response to the NSW Curriculum Review. An important aspect of the role is to maintain and strengthen relationships with Diversity stakeholder groups. The role requires effective leadership and management of Reform projects and people in accordance with the NSW Government's response to the NSW Curriculum Review.

### Key accountabilities

- Provide strong and effective leadership and supervision of the Diversity Reform team to ensure the timely and effective delivery of reformed syllabuses.
- Work closely and collaboratively with Reform Division Directors and Managers in ensuring appropriate diversity perspectives and presence within the reformed syllabuses.
- Build the capacity of staff and manages resources in order to deliver the reformed syllabuses in line with the NSW Governments timeline for delivery.

- Provide high level advice and expertise in developing effective procedures, data management, recordkeeping and resources associated with the administration of Reform program.
- Develop and provide advice on high quality K–12 curriculum and materials that support inclusivity and high-quality educational outcomes for the diverse range of students.
- Work collaboratively with and provide diverse curriculum and assessment expertise, including through the review of recent research, relating to inclusive and appropriate syllabuses for the range of diverse learners to the Division Directors and the Executive Director.
- Identify and work towards mitigating risks to NESA and to the delivery of the Reform program as it relates to the diversity of learners.
- Provide high level advice and briefings regarding syllabus development, standards and implementation matters relating to the diversity of learners.
- Collaborate, communicate and work effectively with a range of NESA Reform officers and key stakeholders to progress Curriculum Reform.
- Manage and monitor timelines and human resources in relation to the Reform Program.

## Key challenges

- Leading and managing and/or providing advice on Curriculum Reform as it relates to the diverse range of learners and managing the complex issues and competing stakeholder views and expectations associated with providing Diversity in the Curriculum.
- Establishing and maintaining collaborative stakeholder relationships and contemporary communications strategies with key stakeholders in school sectors, and the broader range of Diversity stakeholders.
- Monitor project timelines and resources to meet the delivery of syllabuses within the NSW Government's schedule.

## Key relationships

Who	Why
<b>Internal</b>	
Executive Director, Curriculum Reform	<ul style="list-style-type: none"> <li>• Provide expert advice, report on progress of projects, receive direction, identify emerging issues and escalate issues.</li> <li>• Provide and receive feedback and ensure ongoing communication.</li> </ul>
Group Director, Curriculum Development	<ul style="list-style-type: none"> <li>• Provide timely and expert advice and support to the delivery of Curriculum reforms.</li> <li>• Provide and receive feedback and ensure ongoing communication.</li> </ul>
Directors Curriculum Development and Managers Curriculum Development	<ul style="list-style-type: none"> <li>• Work collaboratively to achieve consistency in projects, processes, and communications.</li> </ul>
Direct reports	<ul style="list-style-type: none"> <li>• Work collaboratively to receive updates and provide guidance on sensitive or complex issues.</li> <li>• Manage performance and development by providing feedback and coaching to build knowledge and capability, and drive effective performance and achievement of individual, organisation and the NESA's goals and strategic directions.</li> </ul>
Reform Division staff	<ul style="list-style-type: none"> <li>• Work collaboratively to achieve identified projects, outcomes and resolve emerging issues.</li> <li>• Promote and model productive workplace relationships.</li> </ul>

Who	Why
NESA directorates/branches	<ul style="list-style-type: none"> <li>• Work collaboratively to meet and achieve Directorate project milestones and contribute expertise in curriculum and school-based assessment projects.</li> </ul>
External	
Key stakeholder organisations including government and non-government organisations, education sectors, teacher professional associations, teachers, tertiary education sectors, teacher unions 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 syllabus and support material development</li> <li>• Provide briefings and presentations to inform and advise stakeholders and strengthen confidence in the NESA Reform program.</li> <li>• Promote and maintain purposeful professional relationships.</li> <li>• Foster effective working relationships and represent NESA professionally and ethically</li> </ul>

## Role dimensions

### Decision making

The role of the Chief Education Officer, Diversity exercises statutory delegations under the Education Standards Act 2013 (the Act) and the Education Act 1990 (Education Act) in relation to NESA functions and programs. Decision making is guided by the Act, the Education Act, the Teacher Accreditation Act 2004 and the Education Services for Overseas Students (ESOS) Act 2000. Decisions are made in accordance with NESA and Directorate policies and procedures. The role operates with a strategic and risk management focus within a framework of legislation, policies, procedures, timelines and resource limitations. Within this context there is considerable independence in determining day-to-day work flow and processes to achieve identified objectives. The role undertakes problem resolution having regard to established NESA management systems, professional standards and code of conduct.

### Reporting line

The Chief Education Officer, Diversity reports to the Group Director, Curriculum Development.

### Direct reports

Up to two direct reports

### Essential requirements






- Tertiary teaching qualifications and working with children check clearance.
- Demonstrated ability to provide effective leadership in the areas of equity, access, special education, EAL/D, Gifted and Talented and student diversity to enhance student learning.
- Demonstrated expertise in leading and developing people to deliver effective outcomes.
- Demonstrated successful experience in developing quality curriculum and assessment materials for schools and managing projects for the delivery of projects within tight timeframes.
- Understanding of key education stakeholders, involvement with relevant professional education groups and experience in working with disparate views and competing priorities to negotiate strategic outcomes.

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

### 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> Manage Self	Advanced	<ul style="list-style-type: none"> <li>Act as a professional role model for colleagues, set high personal goals and take pride in their achievement</li> <li>Actively seek, reflect and act on feedback on own performance</li> <li>Translate negative feedback into an opportunity to improve</li> <li>Maintain a high level of personal motivation</li> <li>Take the initiative and act in a decisive way</li> </ul>
<b>Relationships</b> Communicate Effectively	Advanced	<ul style="list-style-type: none"> <li>Present with credibility, engage varied audiences and test levels of understanding</li> <li>Translate technical and complex information concisely for diverse audiences</li> <li>Create opportunities for others to contribute to discussion and debate</li> <li>Actively listen and encourage others to contribute inputs</li> <li>Adjust style and approach to optimise outcomes</li> <li>Write fluently and persuasively in a range of styles and formats</li> </ul>
<b>Relationships</b> Work Collaboratively	Advanced	<ul style="list-style-type: none"> <li>Build a culture of respect and understanding across the organisation</li> <li>Recognise outcomes which resulted from effective collaboration between teams</li> <li>Build co-operation and overcome barriers to information sharing, communication and collaboration across the organisation and cross-government</li> <li>Facilitate opportunities to engage and collaborate with external stakeholders to develop joint solutions</li> </ul>
<b>Results</b> Deliver Results	Advanced	<ul style="list-style-type: none"> <li>Drive a culture of achievement and acknowledge input of others</li> <li>Investigate and create opportunities to enhance the achievement of organisational objectives</li> <li>Make sure others understand that on-time and on-budget results are required and how overall success is defined</li> <li>Control output of business unit to ensure government outcomes are achieved within budget</li> <li>Progress organisational priorities and ensure effective acquisition and use of resources</li> <li>Seek and apply the expertise of key individuals to achieve organisational outcomes</li> </ul>
<b>Business Enablers</b> Technology	Adept	<ul style="list-style-type: none"> <li>Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks</li> <li>Identify opportunities to use a broad range of communications technologies to deliver effective messages</li> <li>Understand, act on and monitor compliance with information and communications security and use policies</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>Business Enablers</b> Project Management	Advanced	<ul style="list-style-type: none"> <li>• Identify ways to leverage the value of technology to achieve team/unit outcomes, using the existing technology of the business</li> <li>• Support compliance with the records, information and knowledge management requirements of the organisation</li> </ul>
		<ul style="list-style-type: none"> <li>• Prepare scope and business cases for more ambiguous or complex projects including cost and resource impacts</li> <li>• Access key subject-matter experts' knowledge to inform project plans and directions</li> <li>• Implement effective stakeholder engagement and communications strategy for all stages of projects</li> <li>• Monitor the completion of projects and implement effective and rigorous project evaluation methodologies to inform future planning</li> <li>• Develop effective strategies to remedy variances from project plans, and minimise impacts</li> <li>• Manage transitions between project stages and ensure that changes are consistent with organisational goals</li> </ul>
<b>People Management</b> Optimise Business Outcomes	Adept	<ul style="list-style-type: none"> <li>• Initiate and develop longer-term goals and plans to guide the work of the team in line with organisational objectives</li> <li>• Allocate resources to ensure achievement of business outcomes and contribute to wider workforce planning</li> <li>• Ensure that team members base their decisions on a sound understanding of business principles applied in a public sector context</li> <li>• Monitor performance against standards and take timely corrective actions</li> <li>• Keep others informed about progress and performance outcomes</li> </ul>