

Role Description

Principal Advisor Reform, Aboriginal Education



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	PEO
Role Number	C1641 and C1642
ANZSCO Code	134499
PCAT Code	1119192
Date of Approval	January 2023
Agency Website	educationstandards.nsw.edu.au

Agency overview

At the NSW Education Standards Authority (NESA) we work with the NSW community to drive improvements in student achievement.

We achieve this by supporting all school sectors with high-quality syllabuses, assessment (including managing the HSC and NAPLAN), teaching standards (e.g., accrediting teachers) and school environments (including setting and monitoring school standards).

To find out more about the important work we do for NSW visit our [website](https://www.educationstandards.nsw.edu.au).

Primary purpose of the role

The Principal Advisor Reform, Aboriginal Education is responsible for providing support and advice for Curriculum Reform projects, including reformed syllabus and support material development, and to lead and support Aboriginal Education officers in this work. The role requires effective management of Aboriginal Education officers and close collaboration on projects across the Curriculum Reform Division and to support the Division's priorities and processes.

Key accountabilities

- Provides effective leadership within the Curriculum Reform Aboriginal Education team and expertise about the access and equity, the needs of Aboriginal students and Aboriginal knowledge required for all students, to support the development and implementation of NESA syllabuses from Kindergarten to Year 12 and Government priorities.
- Collaborates, communicates and works effectively with a range of NESA officers and key stakeholders to progress Curriculum Reform.

- Prepares reports, briefings and correspondence and provides expert advice about Aboriginal Education through the review of current research, policy and procedures to promote access and equity for all students.
- Manages projects associated with the development of syllabuses and support materials that are inclusive of the needs of Aboriginal students.
- Supervises and coordinates officers in the development of curriculum, and support materials and to build the capacity of staff.
- Manages and monitors timelines and resource use in relation to the Reform work breakdown structure and deliverables.

Key challenges

- Manage Curriculum Reform projects involving complex issues and competing stakeholder views and expectations.
- Maintain and enhance collaborative work practices and communications across the Division.
- Deliver Curriculum Reform projects in an intensive work environment with tight timelines.
- Supporting the enactment of the NSW Government's response to the NSW Curriculum Review.

Key relationships

Who	Why
Internal	
Executive Director Curriculum Reform Reform Directors	<ul style="list-style-type: none"> • Provide expert operational advice and recommendations, present information and updates to inform decisions, report on project progress, receive direction, identify emerging issues and escalate issues. • Work collaboratively, provide and receive feedback and ensure ongoing communication.
Chief Education Officer Aboriginal Education	<ul style="list-style-type: none"> • Provide expert operational advice and recommendations, present information and updates to inform decisions, report on project progress, receive direction, identify emerging issues and escalate issues. • Work collaboratively to achieve identified projects, outcomes and resolve emerging issues. • Promote and model productive workplace relationships.
Direct reports	<ul style="list-style-type: none"> • Work collaboratively to receive updates and provide guidance on sensitive or complex issues. • 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.
Division staff	<ul style="list-style-type: none"> • Work collaboratively to achieve consistency and quality in projects, processes, and communication. • Work collaboratively to meet and achieve Reform project milestones and contribute expertise in curriculum and school-based assessment projects. • Promote and model productive workplace relationships.

Who	Why
NESA directorates/branches	•
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"> • 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 • Foster effective working relationships and represent NESA professionally and ethically

Role dimensions

Decision making

The role of Principal Advisor Reform, Aboriginal Education 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 Principal Advisor Reform, Aboriginal Education reports to the Chief Education Officer Aboriginal Education.

Direct reports

Up to five (5) Advisors Aboriginal Education.

Essential requirements

Additional to addressing focus capabilities;






- Aboriginality
- Demonstrated ability to provide effective leadership in the areas of Aboriginal education 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 within timelines and budgets.
- Understanding of key education stakeholders 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

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	Adept
	Act with Integrity	Adept
	Manage Self	Advanced
	Value Diversity	Advanced
 Relationships	Communicate Effectively	Adept
	Commit to Customer Service	Adept
	Work Collaboratively	Advanced
	Influence and Negotiate	Adept
 Results	Deliver Results	Advanced
	Plan and Prioritise	Adept
	Think and Solve Problems	Adept
	Demonstrate Accountability	Adept
 Business Enablers	Finance	Adept
	Technology	Adept
	Procurement and Contract Management	Intermediate
	Project Management	Advanced
 People Management	Manage and Develop People	Advanced
	Inspire Direction and Purpose	Adept
	Optimise Business Outcomes	Adept
	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
Personal Attributes Manage Self	Advanced	<ul style="list-style-type: none"> Act as a professional role model for colleagues, set high personal goals and take pride in their achievement Actively seek, reflect and act on feedback on own performance Translate negative feedback into an opportunity to improve Maintain a high level of personal motivation Take the initiative and act in a decisive way
Personal Attributes Value Diversity	Advanced	<ul style="list-style-type: none"> Encourage and include diverse perspectives in the development of policies and strategies Leverage diverse views and perspectives to develop new approaches to delivery of outcomes Build and monitor a workplace culture that values fair and inclusive practices and diversity principles Implement methods and systems to ensure that individuals can participate to their fullest ability Recognise the value of individual differences to support broader organisational strategies
Relationships Work Collaboratively	Advanced	<ul style="list-style-type: none"> Build a culture of respect and understanding across the organisation Recognise outcomes which resulted from effective collaboration between teams Build co-operation and overcome barriers to information sharing, communication and collaboration across the organisation and cross-government Facilitate opportunities to engage and collaborate with external stakeholders to develop joint solutions
Results Deliver Results	Advanced	<ul style="list-style-type: none"> Seek and apply the expertise of key individuals to achieve organisational outcomes Drive a culture of achievement and acknowledge input from others Determine how outcomes will be measured and guide others on evaluation methods Investigate and create opportunities to enhance the achievement of organisational objectives Make sure others understand that on-time and on-budget results are required and how overall success is defined Control business unit output to ensure government outcomes are achieved within budgets Progress organisational priorities and ensure that resources are acquired and used effectively
Results Think and Solve Problems	Advanced	<ul style="list-style-type: none"> Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues Work through issues, weigh up alternatives and identify the most effective solutions Take account of the wider business context when considering options to resolve issues

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
Business Enablers Project Management	Advanced	<ul style="list-style-type: none"> • Explore a range of possibilities and creative alternatives to contribute to systems, process and business improvements • Implement systems and processes that underpin high quality research and analysis
		<ul style="list-style-type: none"> • Prepare scope and business cases for more ambiguous or complex projects including cost and resource impacts • Access key subject-matter experts' knowledge to inform project plans and directions • Implement effective stakeholder engagement and communications strategy for all stages of projects • Monitor the completion of projects and implement effective and rigorous project evaluation methodologies to inform future planning • Develop effective strategies to remedy variances from project plans, and minimise impacts • Manage transitions between project stages and ensure that changes are consistent with organisational goals
People Management Manage and Develop People	Advanced	<ul style="list-style-type: none"> • Refine roles and responsibilities over time to achieve better business outcomes • Recognise talent, develop team capability and undertake succession planning • Coach and mentor staff and encourage professional development and continuous learning • Prioritise addressing and resolving team and individual performance issues and ensure that this approach is cascaded throughout the organisation • Implement performance development frameworks to align workforce capability with the organisation's current and future priorities and objectives