

Role Description

Chief Education Officer, Aboriginal Education



Education
Standards
Authority

Cluster	Separate Agency
Agency	NSW Education Standards Authority
Division/Branch/Unit	Curriculum Reform
Location	117 Clarence Street, Sydney
Classification/Grade/Band	Chief Education Officer grade 1 (CEOgr1)
Role Number	C4660
ANZSCO Code	134499
PCAT Code	1119192
Date of Approval	June 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 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, Aboriginal Education Curriculum Reform is responsible for the leadership, management and development of Aboriginal Education Officers who are supporting syllabus development as part of the Curriculum Reform Program. They are responsible for building collaborative relationships across syllabus development teams K-12, the Aboriginal Curriculum 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 Aboriginal and Torres Strait Islander stakeholder groups, including the Aboriginal Advisory Group who are supporting the implementation of recommendation 5.3 from the NSW Government's response to the NSW Curriculum Review.

Key accountabilities

- Provide strong and effective leadership and supervision of the Aboriginal Education Reform team to ensure the timely and effective delivery of reformed syllabuses.
- Actively supervise the progress of work in the HSIE syllabuses for the implementation of recommendation 5.3 relating to the inclusion of mandatory material in the curriculum relating to Aboriginal cultures and histories.

- Work closely and collaboratively with Reform Division Directors and Managers in ensuring appropriate Aboriginal perspectives and presence within the reformed syllabuses.
- Build the capacity of staff and manage resources in order to deliver the reformed syllabuses in line with the NSW Government's timeline for delivery.
- Provide high level advice and expertise in developing effective procedures, data management, recordkeeping and resources associated with the administration of the Reform program.
- Develop and provide advice on high quality K–12 curriculum and materials that support inclusivity and high-quality educational outcomes for Aboriginal and Torres Strait Islander students.
- Work collaboratively with and provide Aboriginal Education curriculum and assessment expertise, including through the review of recent research, 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 Aboriginal Education.
- Provide high level advice and briefings regarding syllabus development, standards and implementation matters relating to Aboriginal Education.

Key challenges

- Leading and managing and/or providing advice on Curriculum Reform both within and outside Aboriginal Education where there may be conflicting stakeholder views and expectations and a range of diverse and, at times, competing expectations, interests and sensitivities.
- Establishing and maintaining collaborative stakeholder relationships and contemporary communications strategies with key stakeholders in school sectors, and Aboriginal communities to support Curriculum Reform.
- Monitor project timelines and resources to meet the delivery of syllabuses within the NSW Government's schedule.

Key relationships

Who	Why
Internal	
Executive Director, Curriculum Reform	<ul style="list-style-type: none"> • Provide expert advice, report on progress of projects, receive direction, identify emerging issues and escalate issues. • Provide and receive feedback and ensure ongoing communication.
Group Director, Curriculum Development	<ul style="list-style-type: none"> • Provide timely and expert advice and support to the delivery of Curriculum reforms. • Provide and receive feedback and ensure ongoing communication.
Directors Curriculum Development and Managers Curriculum Development	<ul style="list-style-type: none"> • Work collaboratively to achieve consistency in projects, processes, and communications.
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.
Reform division staff	<ul style="list-style-type: none"> • Work collaboratively to achieve identified projects, outcomes and resolve emerging issues.

Who	Why
	<ul style="list-style-type: none"> Promote and model productive workplace relationships.
NESA directorates/branches	<ul style="list-style-type: none"> Work collaboratively to achieve projects of mutual relevance and overlapping responsibilities.
External	
Key stakeholder organisations including government and non-government organisations, Aboriginal communities and organisations, education sector associations and teachers	<ul style="list-style-type: none"> Promote and maintain purposeful professional relationships. Lead structured and responsive consultation. Provide briefings and presentations to inform and advise stakeholders and strengthen confidence in the NESA Reform program. Engage with teachers, Aboriginal and Torres Strait Islander communities, 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 development. Foster effective working relationships and represent NESA professionally and ethically.

Role dimensions

Decision making

The role of Chief Education Officer, 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 workflow 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, Aboriginal Education reports to the Group Director, Curriculum Development.

Direct reports

Up to two direct reports.

Essential requirements

- Aboriginality. Aboriginality is a genuine qualification and authorised in terms of Section 14 of the Anti-Discrimination Act 1977. Applicants must confirm their Aboriginality through written documentation in addition to addressing other essential requirements, the capabilities and focus questions in their application.
- Tertiary teaching qualifications in one or more K–12 subjects and working with children check clearance.
- Demonstrated expertise in leading and developing people to deliver effective outcomes.






- Demonstrated success in leading curriculum for Aboriginal students and/or Torres Strait Islander students in NSW.
- Comprehensive understanding of state and national practices and trends in education particularly for Kindergarten to Year 12.
- Expertise in developing successful curriculum for schools and proven capacity to lead effective interdisciplinary teams and projects.

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	Advanced
	Act with Integrity	Adept
	Manage Self	Advanced
	Value Diversity	Advanced
 Relationships	Communicate Effectively	Advanced
	Commit to Customer Service	Advanced
	Work Collaboratively	Advanced
	Influence and Negotiate	Advanced
 Results	Deliver Results	Advanced
	Plan and Prioritise	Advanced
	Think and Solve Problems	Advanced
	Demonstrate Accountability	Adept
 Business Enablers	Finance	Adept
	Technology	Adept
	Procurement and Contract Management	Intermediate
	Project Management	Advanced
 People Management	Manage and Develop People	Adept
	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
Relationships Communicate Effectively	Advanced	<ul style="list-style-type: none"> Present with credibility, engage varied audiences and test levels of understanding Translate technical and complex information concisely for diverse audiences Create opportunities for others to contribute to discussion and debate Actively listen and encourage others to contribute inputs Adjust style and approach to optimise outcomes Write fluently and persuasively in a range of styles and formats
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"> Drive a culture of achievement and acknowledge input of others 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 output of business unit to ensure government outcomes are achieved within budget Progress organisational priorities and ensure effective acquisition and use of resources Seek and apply the expertise of key individuals to achieve organisational outcomes
Business Enablers Technology	Adept	<ul style="list-style-type: none"> Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
Business Enablers Project Management	Advanced	<ul style="list-style-type: none"> • Identify opportunities to use a broad range of communications technologies to deliver effective messages • Understand, act on and monitor compliance with information and communications security and use policies • Identify ways to leverage the value of technology to achieve team/unit outcomes, using the existing technology of the business • Support compliance with the records, information and knowledge management requirements of the organisation
		<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 Optimise Business Outcomes	Adept	<ul style="list-style-type: none"> • Initiate and develop longer-term goals and plans to guide the work of the team in line with organisational objectives • Allocate resources to ensure achievement of business outcomes and contribute to wider workforce planning • Ensure that team members base their decisions on a sound understanding of business principles applied in a public sector context • Monitor performance against standards and take timely corrective actions • Keep others informed about progress and performance outcomes