

Role Description

Director Aboriginal Education and Community Engagement

Agency	Department of Education
Division	Educational Services Division
Directorate	Aboriginal Education & Communities
Business Unit	Aboriginal Education & Comm Engmnt
Location	Oxford St
Classification / Grade / Band	PSSE Band 1
Kind of Employment	Permanent
Role Number	192074
ANZSCO Code	
PCAT Code	
Date of Approval	26-Jun-2017
Agency Website	www.dec.nsw.gov.au

Department of Education

The NSW Department of Education serves the community by leading the provision of world-class education. The department protects young children by regulating preschool and long day care providers. Once children move into school, we provide them with a world-class primary and secondary education. We also work to advance the wellbeing of Aboriginal people.

Educational Services Division

Educational Services Division leads and directs the effective provision of educational, corporate and business services that add value to teaching and learning across more than 2200 public schools in NSW. The Division is responsible for coordinating the development and delivery of quality and responsive policies, processes, services, technologies, or business systems that contribute to maximising achievement for every student in a NSW public school.

The overarching goal of the Educational Services Division is the strategic, future-focussed planning and quality assurance of service delivery to achieve equity of access and outcomes for every student regardless of where he or she lives or attends school.

Primary purpose of the Role

The Director, Aboriginal Education and Community Engagement provides state wide leadership and strategic advice for the implementation of initiatives and reforms that are forward focused and responsive to educational, social and technological developments to prepare all students in NSW public schools to meet the challenges of a dynamic regional and global future.

Key accountabilities

- Contribute to and influence priorities and actions relating to Aboriginal education and Aboriginal people and communities. Establish and maintain effective relationships within the Department and with other state and commonwealth departments, non-government agencies, key peak organisations and stakeholders to ensure that the Department's policies for Aboriginal Education are effectively implemented and result in improved outcomes.
- Develop and implement strategies and programs that improve the capacity of schools and school staff to provide high quality learning experiences and outcomes for Aboriginal students.
- Develop strategies to ensure compliance with state and Commonwealth agendas and legislative requirements, effective monitoring and evaluation of all Aboriginal education and community engagement programs consistent with whole of government policy and departmental priorities.
- Lead and manage the Aboriginal Education and Community Engagement Unit in the areas of planning, evaluation, reporting, budgeting, financial control, technology and personnel management.
- Manage contentious issues to ensure efficient and prompt resolution of issues of educational, industrial, legal and political significance.
- Plan, implement and evaluate Aboriginal education strategies and plans across the Department to ensure that student outcomes improve and meet legislative requirements and government priorities.
- Provide high level, strategic leadership to the School Operations and Performance Division in the provision of Aboriginal education and community engagement.
- Work collaboratively with the Aboriginal Education Consultative Group Inc. (AECG) and uphold the principles of the partnership agreement between the Department and the AECG.

Key challenges

- Influencing and ensuring that all senior officers within the Department accept their roles and responsibilities in implementing the State and Commonwealth legislative requirements.
- Leading change in the culture and practice of the Department's staff, schools and school communities towards working in partnership with Aboriginal people.
- Maintaining relationships with internal and external stakeholders when managing change or contentious issues.

Key relationships

Who	Why (i.e. purposes of the relationship)
Internal	
Executive Directors, State Office Directors, Directors PSNSW, Directors Educational Services	To provide high level strategic and authoritative policy advice. To ensure schools have access to quality advice and resources to support the learning and engagement of students.
Senior officers and directors across School Operations and Performance Division	To provide expert advice and recommendations. To develop productive and collaborative working relationships across the School Operations and Performance Division
External	
Principals associations, NSW Teachers Federation, NSW Parents and Citizens Associations, NSW Aboriginal Education Consultative Group Inc., key Government agencies, key interest groups.	To develop collaborative and productive working relationships to benefit students and communities. To resolve contentious and serious matters with political and/or media interest.

Role dimensions

Decision making

The Director Aboriginal Education and Community Engagement: is accountable to the Executive Director and contributes to the setting of objectives, policies and strategies; is accountable for the formulation, integrity and reliability of expert advice and recommendations to senior officers based on professional judgment and expertise, given options and implications; within the context of the Government's commitments and the Department's policy framework, the position can negotiate with appropriate interest groups, other educational

sectors and key education and community groups and make decisions relating to strategies to resolve issues that may be of political and media interest; and makes all decisions affecting the operational activities of the unit and is responsible for the resolution of disputes and contentious issues and the management of staff.

Reporting line

This role reports to:

181734 Executive Director, Aboriginal Education and Communities PSSE2

Direct reports

The role has the following direct reports:

- Executive Assistant
- Manager Business Systems
- Manager Languages, Cultures and Communities
- Primary & Transitions Coordinator
- Secondary and Post Schooling Coordinator

Budget/Expenditure

Essential requirements

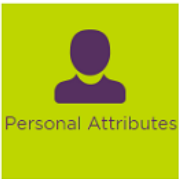
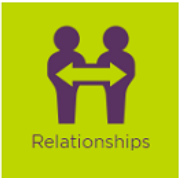
This is an identified Aboriginal position. Aboriginality is a genuine qualification and is authorised by section 4 of the Anti Discrimination Act, 1977. Appropriate tertiary qualifications in a relevant discipline such as education, business, management, social sciences or communications, and/or equivalent knowledge and experience. Hold a valid clearance to work with Children (Working with Children Check). Capacity to lead staff in implementing the Department's Aboriginal Education and Training policies and to ensure quality outcomes for Aboriginal people.



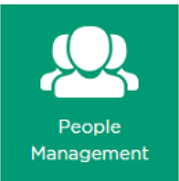
Capabilities for the Role

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

Capabilities 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 (refer to Capability Framework)
 Personal Attributes	Display Resilience and Courage	Advanced
	Manage Self	Advanced
	Act with Integrity	Advanced
	Value Diversity	Highly Advanced
 Relationships	Commit to Customer Service	Adept
	Influence and Negotiate	Advanced
	Communicate Effectively	Advanced
	Work Collaboratively	Advanced
	Plan and Prioritise	Adept
	Deliver Results	Advanced

	Think and Solve Problems	Advanced
	Demonstrate Accountability	Advanced
	Finance	Adept
	Technology	Adept
	Procurement and Contract Management	Adept
	Project Management	Adept
	Optimise Business Outcomes	Adept
	Inspire Direction and Purpose	Advanced
	Manage Reform and Change	Adept
	Manage and Develop People	Highly Advanced

Focus capabilities for the Role

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		
Capability Group and Name	Level	BEHAVIOURAL INDICATORS
Personal Attributes Act with Integrity	Advanced	<ul style="list-style-type: none"> Model the highest standards of ethical behaviour and reinforce them in others Represent the organisation in an honest, ethical and professional way and set an example for others to follow Ensure that others have a working understanding of the legislation and policy framework within which they operate Promote a culture of integrity and professionalism within the organisation and in dealings external to government Monitor ethical practices, standards and systems and reinforce their use Act on reported breaches of rules, policies and guidelines
Personal Attributes Value Diversity	Highly Advanced	<ul style="list-style-type: none"> Create and drive a culture where all staff value diversity of people, experiences and backgrounds Use diversity to foster innovation, drive change across the organisation and leverage business outcomes Develop and promote integrated workplace diversity principles across the organisation Champion the business benefits generated by workforce diversity Ensure workplace systems, policies and practices allow individuals to participate to their fullest ability
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

		<ul style="list-style-type: none"> • 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 and 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
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 • 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
Results Demonstrate Accountability	Advanced	<ul style="list-style-type: none"> • Design and develop systems to establish and measure accountabilities • Ensure accountabilities are exercised in line with government and business goals • Exercise due diligence to ensure work health and safety risks are addressed • Oversee quality assurance practices • Model the highest standards of financial probity, demonstrating respect for public monies and other resources • Monitor and maintain business unit knowledge of and compliance with legislative and regulatory frameworks • Incorporate sound risk management principles and strategies into business planning
Business Enablers Project Management	Adept	<ul style="list-style-type: none"> • Prepare clear project proposals and define scope and goals in measurable terms • Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements • Prepare accurate estimates of costs and resources required for more complex projects • Communicate the project strategy and its expected benefits to others • Monitor the completion of project milestones against goals and initiate amendments where necessary • Evaluate progress and identify improvements to inform future projects
People Management Manage Reform and		<ul style="list-style-type: none"> • Actively promote change processes to staff and participate in the communication of change initiatives across the

Change	Adept	<p>organisation</p> <ul style="list-style-type: none"> • Provide guidance, coaching and direction to others managing uncertainty and change • Engage staff in change processes and provide clear guidance, coaching and support • Identify cultural barriers to change and implement strategies to address these
People Management Manage and Develop People	Highly Advanced	<ul style="list-style-type: none"> • Ensure performance development frameworks are in place to manage staff performance, drive development of organisational capability and undertake succession planning • Drive executive capability development and ensure effective succession management practices • Implement effective approaches to identify and develop talent across the organisation • Model and encourage a culture of continuous learning and leadership, which values high levels of constructive feedback, and exposure to new experiences • Instill a sense of urgency around addressing and resolving team and individual performance issues and ensure that this is cascaded throughout the organisation