

Position Description

Directorate	Education
Division	System Policy and Reform
Branch	Early Childhood Education
Temporary/Permanent	Permanent
Classification	ASO6
Position Number	P70435
Position Title	Engagement Officer, NQF Preschool Engagement team
Immediate Supervisor	Director, NQF Preschool Engagement team

DIRECTORATE OVERVIEW

The Education Directorate is one of nine ACT Government Directorates established with a collaborative purpose to achieve the ACT Government's priorities and to serve the community. The Education Directorate services include the provision of public-school education, regulation of education and care services, registration of non-government schools and home education.

What is important to us: We are an education system that empowers our young people to thrive in ways that foster a democratic, equitable, diverse and prosperous society.

Our Mission: We lead and deliver excellent, inclusive and equitable education where all are safe, valued and able to flourish.

Our Vision: Every child and young person receives an excellent education, delivered and supported by highly skilled and valued professionals. Our Directorate values of respect, integrity, collaboration, and innovation reflect the employee values of the ACT Public Service.

The ACT public education system continues to expand with over 50,000 students attending 92 public schools, comprising:

- 53 preschool to year 6 schools (including two Koori Preschools);
- 12 year 7 to 10 high schools;
- eight year 11 and 12 secondary colleges;
- five early childhood schools (preschool to year 2 including one Koori Preschool);
- four specialist schools;
- ten preschool to year 10 schools (including two Koori Preschools).

The Directorate also has responsibility for the planning and coordination of early childhood education and care services for the ACT.

The Directorate is structured around five groups: School Improvement; System Policy and Reform; People, Governance and Communications; Finance and Infrastructure; and Service Design and Delivery. The Directorate employs over 8,000 staff including over 4,700 school teachers and leaders.

The Directorate operates within a 'One ACT Government' framework to facilitate the implementation of whole-of-government priorities and initiatives. The ACT Government's vision for the Territory is embodied in the following strategic themes – quality health care; a fair and safe community; excellent education, quality teaching and skills development; a strong dynamic economy; a vibrant city and great neighbourhoods; a sustainable future; and high-quality services.

A link to the Directorate's organisational chart is <https://www.education.act.gov.au/about-us/who-we-are>

GROUP OVERVIEW

System Policy and Reform Group currently comprises the Strategic Policy (SP), Planning, Evidence and Analytics (PEA), Education and Care Regulation and Support (ECRS) and the Early Childhood Education (ECE) functions of the Directorate.

System Policy and Reform Group has responsibility for strategic reforms, including inclusive education, schools and early childhood reforms, in addition to advising on national education reforms and associated bilateral agreements, leading the coordination of the ACT's participation in national assessment programs and providing quality data and analytics to inform school and system improvement in addition to strategic school capacity planning and enrolment policy and procedures.

The Group is also responsible for a range of regulatory and registration functions including:

- The regulation of early childhood education and care sector through the ACT Regulatory Authority, the Children's Education and Care Assurance Unit;
- The registration and regulation of Non-Government Schools;
- Home Education registration and support for children and families in home education; and
- The registration and compliance of all Territory schools for Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), as required of the ACT under Commonwealth law.

BRANCH OVERVIEW

The Early Childhood Education branch sits within the System Policy and Reform group of the Education Directorate. The Executive Branch Manager, Early Childhood Education reports to the Executive Group Manager, System Policy and Reform as a member of the Directorate's corporate executive team.

The Executive Branch Manager provides advice to Director-General, Deputy Director-General, other members of the organisation's executive team and the Minister and Cabinet.

Early Childhood Education is responsible for managing the delivery of *Set up for Success: An Early Childhood Strategy for the ACT* and for supporting early childhood education policy work nationally which include the Preschool Reform Agreement and the Preschool Outcomes Measure. It is also responsible for delivering the ACT Government's commitment to free Three-year-old preschool, the 3-year-old initiative and delivers support to preschools and ECECs with preschool pathways provider support, preschool practice coaches and early childhood community coordinator support.

Early Childhood Education is also responsible for delivering the Directorate's Approved Provider function under the National Quality Framework (NQF), overseeing ACT public preschools as approved services and ensuring they provide compliance, quality preschool programs.

The role will require engagement with internal stakeholders (including Principals and other members of school leadership teams, executive colleagues, the ACT Principals' Association and Directorate staff) and external stakeholders (including unions and the early childhood education and care sector) and communication with state and federal education policy experts, and members of the broader community

POSITION OVERVIEW

The position supports the Education Directorate's Approved Provider function under the NQF, working in partnership with principals and school leaders, teachers, and educators to support ACT public preschools to engage with and meet the requirements of the NQF. The role includes supporting quality and compliance with the Education and Care Services National Law and Regulations, supporting preschools to respond to information requests or notices from Children's Education and Care Assurance, and sharing information and updates on the NQF with a range of preschool staff.

We are looking for a motivated and organised individual that can take on this fast-paced and varied role to support ACT public preschools operating under the NQF. The position works collaboratively with preschool teams to build capacity around quality standards, compliance obligations, and the development and enactment of clear, consistent procedures that promote best practice and continuous improvement. To be successful you will need to have demonstrated experience in building other's capacity in understanding the NQF, translating this into practice and be adept at building relationships and engaging productively with stakeholders. You will have outstanding relational and interpersonal skills, proven problem-solving abilities, and the ability to work effectively in a high-pressure environment with competing priorities.

DIVERSITY STATEMENT

The ACT Public Service is committed to building a culturally diverse workforce and an inclusive workplace. As part of this commitment, Aboriginal and Torres Strait Islander peoples, people with disability and those who identify as LGBTIQ are encouraged to apply. An appropriate selection panel will be formed, or special needs addressed, if requested by a member of one of these groups.

REQUIREMENTS

MANDATORY REQUIREMENTS

Prior to commencing this role, a current registration issued under the *Working with Vulnerable People (Background Checking) Act 2011* is required. For further information on Working with Vulnerable People registration refer to [Working with Vulnerable People scheme - Access Canberra](#)

Australian citizenship and/or permanent residency status is required.

A current driver's licence is required.

Specific (desired) requirements: Knowledge and understanding of the NQF and how it impacts on early childhood education services in the ACT. Relevant tertiary qualifications would be an advantage (Early Childhood qualifications are highly desirable) and would skills and expertise in contemporary early childhood practice. Experience working as an Educational Leader, Compliance Officer or Director in an early childhood education and care service would be an advantage.

ABW: This position will be designed for flexible work arrangements and activity-based working (ABW). Under ABW arrangements, officers may not have a designated workstation/desk and work across multiple Education sites. We work in a mixed-mode of at home and at the ACT Whole-Of-Government building at 220 London Circuit. The successful candidate will be expected to work flexibly across sites.

HOW TO APPLY

Your application should include an Expression of Interest of no more than two pages addressing your knowledge, skills and capabilities against the selection criteria. Your curriculum vitae should include the contact details of two referees with a thorough knowledge of your work performance and outlook. Please ensure that one of the referees is your current or immediate past supervisor. You may also be asked to provide further referees.

Selection may be on written Expression of Interest and curriculum vitae only.

Contact officer: Interested applicants are encouraged to contact the contact officer prior to applying.

Merit pool: A merit pool will be established from this selection process and may be used to fill future identical vacancies over the next 12 months.

Contact Officer: Liam McNicholas via MSTeams, liam.mcnicholas@act.gov.au, or (02) 6205 2076.

Applications should be submitted to jobs@act.gov.au.

DUTY STATEMENT

1. Provide operational support and advice for the implementation of the NQF, including the National Law, National Regulations, and the National Quality Standard, in ACT public preschools.
2. Support the development, review, and implementation of policies, procedures, and operational processes aligned with NQF requirements.
3. Draft and maintain high-quality materials and documents that comply with the NQF.
4. Communicate, liaise and negotiate with stakeholders both internal to the branch, the wider Directorate, ACT Government, and with external stakeholders as required to build understanding and capability around compliance, quality improvement, and best practice.
5. Provide analytical and numerical data analysis, using programs such as the NQAITS, Excel and SharePoint and interpret complex data information and communicate it effectively using a variety of reporting methods.
6. Support governance structures for the implementation of the NQF in ACT public preschools.
7. Undertake multiple tasks of varying complexities, often simultaneously, and under varying deadlines.
8. Develop and manage relationships with preschools through various communications material, information session deliveries, site visits, and stakeholder engagement and support.
9. Undertake duties and/or projects related to the work of the team and branch and support the delivery of evaluation activities.
10. Deliver work taking into account the *Education Act 2004*, the *Education and Care Services National Law (ACT) Act 2011 and National Regulations*, and the *Children and Young People Act 2008*.
11. Monitor changes in legislation and policy, translating updates into accessible, actionable advice for teams.

SELECTION CRITERIA

1. Deep knowledge of the National Quality Framework (NQF) for Early Childhood Education and Care and experience with its practical application in early childhood education and care services.
2. Demonstrated experience in building capacity in staff of early childhood education and care services, including supporting their understanding and implementation of compliance and quality improvement strategies as outlined in the NQF.
3. Demonstrated results in developing and refining procedures and processes to improve the compliance and quality of preschool programs delivered in an early childhood education and care service.
4. Well-developed interpersonal and representational skills, with experience in building quality relationships and providing excellent customer service to a range of stakeholders.
5. Ability to work under pressure and meet tight deadlines in a team environment, whilst contributing to and embracing new ways of working.