



ASO8 Education Manager – Learning Program Redesign

Constable Development Program Redesign Project Academy and Learning Branch People, Culture and Wellbeing Service

ORGANISATIONAL OVERVIEW

South Australia Police (SAPOL) provides a diverse range of services to the community. These services are aimed at producing a safe and peaceful environment by the minimisation of crime and disorder. It is a large complex organisation which, because of the nature of its operations, is constantly subject to public scrutiny and accountability. It provides services to a range of different locations (over 100) spread across the State on a 24-hour a day basis.

SAPOL's vision is to provide 'Safer Communities'. All SAPOL employees are guided by Our Values of Service, Integrity, Courage, Leadership, Collaboration and Respect. SAPOL is an organisation with a proud history and an exciting vision for the future.

POSITION OVERVIEW

Summary

SAPOL's People, Culture and Wellbeing service provides a holistic approach to the future development of our people and the organisation. Through strategic leadership and direction, People, Culture and Wellbeing will ensure our employees are skilled and supported to deliver a more efficient and effective service to the community. This will be achieved by increasing support to the frontline, ensuring the right people are in the right roles, developing talent pools and pipelines, delivering programs and strategies to foster highly effective leaders as well as providing collaborative business partnerships. Recognising that the capability of our workforce is dependent on the physical and mental health of all its members, People Culture and Wellbeing will deliver programs which provide an all-inclusive approach and promote every aspect of health and wellbeing.

The Academy and Learning Branch supports frontline policing and corporate operations of SAPOL through the provision of high-quality training and education for SAPOL employees at all stages of their career.

Service

Integrity

Leadership

Collaboration

Courage

Respect



SAPOL have redesigned the foundational training for police officers - the Constable Development Program (CDP) - with the integration of evidence-based contemporary adult learning and police learning principles. The redesigned program will focus on the core educational objectives, emphasising learning retention and effective workplace application. Informed by cognitive load principles and a focus on developing critical thinking, self-regulation and reflective practice, the new program structure will draw on evidence-based approaches for policing environments. It will adopt a blended learning model that prioritises problem-based learning and integrates engaging, contemporary digital delivery to support deeper understanding and practical skill transfer.

The Education Manager – Learning Project Redesign is responsible for leading and enabling high-quality educational design through the build phase of the redesigned Constable Development Program. The role provides expert guidance on contemporary learning practices and oversees a multidisciplinary project team to develop, build and implement the redesigned program to a high standard.

Special Conditions

Work Status	The incumbent must hold a current Australian work eligibility status and will be subject to a criminal history check. The incumbent may be assigned to other duties at this remuneration level or equivalent.
Location	Police Academy, Taperoo.
Qualifications	N/A.
Out of Hours Work	Some out of hours work may be required.
Travel	Some intrastate and interstate travel may be required.
Performance Management	The incumbent is required to participate in SAPOL’s iEngage program.

Reporting / Working Relationships

The Education Manager – Learning Program Redesign is accountable to the Manager Education and Strategic Projects. The position will lead the project team of subject matter experts (SME’s), program trainers and key stakeholders across SAPOL to build, develop and maintain high-quality course resources, structures and performance measures.

KEY OUTCOMES

- Lead the Learning Program Redesign Project team to ensure project deliverables are met, ensuring organisational learning priorities reflect contemporary, evidence-informed adult learning principles and support policing capability needs.
- Review and update education governance (General Orders, Local Policies, SOP’s) ensuring compliance, consistency and timely updates to meet legislative, operational and accreditation requirements.
- Provide advice to SAPOL leaders on education quality and outcomes, shaping decisions that drive SAPOL-wide capability.
- Assure design quality by enforcing adult-learning standards for all digital and face-to-face instruction and assessment with clear templates review mechanisms.
- Build trainer/assessor capability through a defined framework, targeted coaching and formal development pathways.

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- Ensure accreditation and compliance by partnering with external bodies (e.g. TAFE SA) on scope, delivery, assessment, moderation and audit readiness.
 - Establish and govern lived-experience panels (internal and external SME's) to embed practitioner and community perspectives safely and ethically.
 - Govern digital learning systems to improve content integrity, user experience and evidence-based reporting.
 - Direct the continuous improvement cycle, using evaluation, analytics and operational data to prioritise enhancements and retire low-value content.
 - Optimise education timetables and resource allocation, escalating trade-offs with clear evidence.
 - Lead engagement with universities, VET providers, regulators and policing networks to benchmark standards and share innovation.
 - Govern education performance through defined KPI's, audits and risk controls, providing transparent reporting to executive forums.

QUALIFICATIONS / SKILLS / KNOWLEDGE / EXPERIENCE

Essential Minimum Requirements

- Hold a tertiary qualification in Education, Training and Assessment, Learning Design or Instructional Design or other related discipline.
- Demonstrated experience in the delivery of complex educational projects, including meeting stakeholder engagement and project progress reporting requirements,
- Demonstrated ability to set and align an action-based education approach with evidence-informed adult learning and capability needs, translating strategy into measurable outcomes and operating effectively under broad policy guidelines.
- Demonstrated experience owning and maintain educational governance, including version control, stakeholder consultation and timely updates to reflect legislative, operational and accreditation change.
- Proven ability to provide authoritative advice to executives/senior leaders on pedagogy, curriculum quality, assessment validity and learning impact, informing service-wide decisions and governance.
- Advanced capability to set and enforce standards for digital and face-to-face learning and assessment that are authentic, competency-based and scenario-rich, including templates, moderation/validation, review mechanisms and audit trails.
- Demonstrated ability to build trainer/assessor capability, targeted coaching and formal development pathways to sustain a high-performing education team.
- Demonstrated ability to lead diverse teams to achieve organisational objectives.
- Proven ability to translate complex or conceptual ideas into high-quality teaching and learning materials, ensuring alignment with educational principles, project requirements and organisational objectives.
- Advanced capability in applying contemporary adult learning theory, evidence-informed pedagogy and learner-centred design principles to create meaningful and engaging learning experiences.
- Highly developed written and verbal communication skills, with the ability to convey complex information clearly and adapt messaging to both technical and non-technical audiences.
- Proven ability to engage, influence and collaborate with a diverse range of stakeholders, including subject matter experts, trainers and operational leaders, to meet project objectives and deliver effective instructional solutions.
- Demonstrated capability to apply analytical and problem-solving skills to diagnose learning needs, identify capability gaps and recommend evidence-informed instructional design solutions.

- Experience contributing to continuous improvement processes, including evaluating learning effectiveness, integrating feedback and ensuring instructional materials remain current, relevant and aligned with organisational direction.

Desirable Characteristics

- Demonstrated experience in an adult education environment.
- Demonstrated experience in a police training environment.
- Experience partnering with RTO's/TAFE and regulators to assure accredited scope, delivery, assessment and moderation, audit readiness and continuing alignment with national frameworks and statutory requirements.

CORPORATE RESPONSIBILITIES

- Maintain accurate and complete records in accordance with the *State Records Act 1997* and departmental policies, procedures and practice guidance.
- Act at all times in accordance with the Code of Ethics for the South Australian Public Sector and legislative requirements including (but not limited to) the *Public Sector Act 2009* and *Work Health and Safety Act 2012*.
- Actively contribute to SAPOL's commitment to being an inclusive workplace where everyone is safe, respected and supported to reach their potential by demonstrating inclusive behaviour and showing respect for diverse backgrounds, experiences and perspective.
- Demonstrate an understanding and commitment to **WH&S legislation**, principles and practices and risk assessment in accordance with the **WH&S Act (2012)**, regulations, approved codes of practice and AS/NZS ISO 31000:2018 Risk Management – Guidelines.