

Position Description

Leader, Literacy Policy Early Years

Why work with us

Every child and young person deserves a great education.

We have a strategy that aims to unlock every child's potential now and into the future, one that in partnership with learners, students, parents and the wider South Australian community will build a world-leading public education system. One that is equitable and prioritises learning and wellbeing.

Together we will make our education system the best it can be.

When our children and young people thrive, so do our communities and our state.

Our values

We are part of the South Australian public sector and share the values of:

							
SERVICE	PROFESSIONALISM	TRUST	RESPECT	COLLABORATION & ENGAGEMENT	HONESTY & INTEGRITY	COURAGE & TENACITY	SUSTAINABILITY
We proudly service the community and the South Australian Government.	We strive for excellence.	We have the confidence in the ability of others.	We value every individual.	We create solutions together.	We act truthfully, consistently, and fairly.	We never give up.	We work to get the best results for current and future generations of South Australians.

About this role

The Leader, Literacy Policy Early Years provides strategic leadership across South Australia in the development and implementation of research-informed literacy policies and programs for children from birth to eight years old. The Leader is responsible for translating evidence into contemporary policy, initiatives, and teaching practices in alignment with the Early Years Learning Framework, National Quality Standard, South Australian Curriculum for Public Education, and the Department for Education's overall strategy.

The Leader, Literacy Policy Early Years drives the analysis and integration of local, national, and international research and manages the design, delivery, and evaluation of literacy initiatives, resources, and guidance. The Leader also offers expert advice and works collaboratively with stakeholders across the education system to ensure that approaches are inclusive, responsive to local contexts, and effective for all learners, including priority cohorts.

Position title	Leader, Literacy Policy Early Years
Classification	STL3
Division	Curriculum and Learning
Directorate	Early Years Curriculum and Learning
Location	Education Support Hub, 8 Milner Street, Hindmarsh 5007
Reports to	Executive Leader, Early Years
Direct reports	Nil
Role description date	May 2026

What you will do (key outcomes)

1. Lead continuous improvement in early years literacy outcomes (birth to age 8) by developing research-informed policies, programs and practices. Guide and oversee the development of literacy curriculum, pedagogical approaches, systems, and professional learning to enhance the quality and impact of teaching, learning, assessment, and reporting across South Australia.
2. Provide strategic leadership in translating research and emerging trends into clear, system-wide literacy guidance. Ensure all guidance is aligned with the Early Years Learning Framework, the South Australian Curriculum for Public Education, and the Department's Strategy for Public Education. Strengthen the connection between policy and classroom practice to drive improvement in early years literacy outcomes across the state.
3. Influence system-level decision-making by providing expert advice to senior leaders and stakeholders. Identify and analyse strategic risks, issues, and opportunities that impact early years literacy outcomes, ensuring the development and implementation of robust policies, guidance, resources, and programs.
4. Strengthen system capability by leading collaboration across the Early Years Curriculum and Learning directorate, other divisions, and external stakeholders. Drive coherent literacy approaches, resources, and initiatives that enable effective, context-responsive implementation across all early year's settings.
5. Provide expert, well-structured reports, advice and resources, and deliver briefings to the Minister, Chief Executive, Executive Directors and Directors. Translate research-informed analysis into clear, actionable recommendations to guide contemporary early years literacy curriculum and pedagogy.
6. Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards and injuries.

The capabilities you will bring (key competencies)

- **Research & Advice:** Extensive experience providing high-level research-informed advice, developing effective guidance and managing literacy-related projects to support leaders in improving literacy outcomes across diverse early years educational contexts.
- **Delivery & Reflection:** Demonstrated ability to work collaboratively and independently, establishing clear goals and successfully delivering project outcomes within complex, evolving environments. Actively engages in critical reflection to strengthen and improve own professional practice.

- **Communication & Engagement:** Proven high-level verbal and written communication skills, with demonstrated experience in developing and sustaining collaborative relationships and professional networks across sites, sectors and stakeholders. Effectively engages with others in complex environments and manages competing priorities to advance early years literacy initiatives.
- **Initiative & Adaptability:** High-order initiative and interpersonal skills, demonstrating flexibility, creativity, and a growth-oriented approach as an effective team member and learner in contemporary educational contexts.
- **Educational Leadership:** Demonstrated experience providing leadership for change through contemporary and research-informed educational design, with strong knowledge of effective literacy leadership, curriculum and pedagogy, learning design and assessment practices that improve literacy outcomes for all learners.
- **WHS & Inclusion:** Demonstrated knowledge and commitment to promoting and creating a safe and inclusive work environment, and the legislative requirements of Equal Opportunity and Work Health and Safety legislation.

Who you will work with (key relationships)

Direct working relationships:

- Reports to the Executive Leader, Early Years
- Collaborates with staff within the Early Years Curriculum and Learning directorate

Internal working relationships:

- Collaborates with staff within the Curriculum and Learning division
- Works with Local Education Teams
- Works with Directors, managers and officers in the Schools and Preschools division and across the Department for Education.

External working relationships:

- Consults with stakeholders across community, government, education sectors, associations, unions, interstate authorities, and the tertiary and business sectors

Eligibility

Applicants must be either currently registered or able to be registered to teach in South Australia. If not permanent with the Education Department, applicants must meet the department's minimum employment requirements before taking up an appointment.

Minimum departmental employment requirements for teachers include recognised teaching qualifications and registration as a teacher in South Australia and, in addition, for all applicants who are not permanent with the department will include an active on-line application in the Employable Teacher Register (ETR), a cleared Education Department Employment Declaration, Australian residency or current work permit, Reporting Abuse and Neglect training (previously known as Mandatory Notification), and an approved First Aid Certificate.

At the conclusion of a term of appointment:

- permanent Education Department employees will be placed according to the terms of their substantive appointment and the policies in operation at the time

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- employees originally from other public sector organisations with a right of return, will be managed according to the provisions of the Public Sector Act 2009 (SA) and any applicable public sector determination or policies
- applicants who are not permanent employees of the department do not hold placement rights with the Department for Education at the conclusion of the appointment.

Corporate responsibilities	Special conditions
Keep accurate and complete records Act appropriately in line with the Public Sector Code of Ethics at all times Support diversity and promote an inclusive workplace for everyone Maintain a commitment to Work Health and Safety legislative requirements	You must have a current driver’s licence and be willing to drive You may be asked to work out of hours You may need to travel within or outside South Australia You need to achieve mutually agreed performance goals

Assessed by: Valentina Lopez, People and Culture Advisor		Approved by: Kate Ryan, Director, Early Years Curriculum & Learning	
Date: May, 2026		Date: May, 2026	

