

Position description

Curriculum Writer and Product Manager

Industry-Led Subjects | Engineering Technology

Position title	Curriculum Writer and Product Manager, Engineering Technology
Organisation	Transport Industry Skills Board (Transport ISB)
Programme	Industry-Led Subjects, Engineering Technology. Transport ISB is the lead board, supported by the Energy and Infrastructure, Manufacturing and Engineering, and Electrotechnology, Information Technology and Creative Industry Skills Boards.
Reports to	Project Lead, Industry-Led Subjects (Engineering Technology) TBC
Direct reports	Nil
Location	Wellington or remote within Aotearoa New Zealand
Position type	Fixed term, full time, to 28 February 2027 (with potential to extend)
Remuneration	\$140k-160k pa, pro-rated
Preferred Start Date	September 2026

About Transport ISB and the Industry-Led Subjects programme

Industry Skills Boards were established under the Education and Training Act 2020 as part of the next phase of vocational education reform. Industry Skills Boards provide sector leadership by ensuring vocational education is shaped by industry and responsive to changing skill needs. We work in partnership with employers, iwi, hapū, learners, providers and government agencies to identify workforce capability needs, develop and maintain qualifications, standards and vocational pathways, and ensure training products reflect industry expectations.

In August 2026 the Minister of Education approved nine Industry-Led Subjects for development as new senior secondary subjects. Transport ISB is the lead board for Engineering Technology, working with three supporting Industry Skills Boards, the Ministry of Education, schools and kura, tertiary providers, iwi and Māori organisations, and industry across the engineering, transport, energy, infrastructure, manufacturing and electrotechnology sectors.

Engineering Technology will be developed as one nationally coherent subject with a common knowledge architecture and multiple industry contexts and pathways. Development runs through 2026 and 2027, with formal approval expected in late 2027, Year 12 delivery in 2029 and Year 13 delivery in 2030.

We are a workplace that values diverse and inclusive thinking, people and behaviours. Our people honour Te Tiriti o Waitangi and reflect the diversity of Aotearoa New Zealand and the industries and communities we support.

Purpose of the position

The Curriculum Writer and Product Manager writes the Engineering Technology curriculum and holds the curriculum product set together while it is being written. Working across four ISBs and a range of engineering discipline, the role provides central co-ordination, cohesion and engagement to ensure coherent alignment.

The writing half of the role defines what students need to know, understand and be able to do in order to enter and progress within engineering technology pathways. It produces subject structure, learning outcomes, knowledge and practice statements, learning progressions across Years 12 and 13, and assessment grading descriptors, aligned to Ministry of Education curriculum frameworks and templates.

The product half of the role keeps that content coherent, current and traceable. The position manages and maintains the product set, the quality criteria and the definition of done for each product, runs the review and sign-off cycle, tracks version control, and gives the Project Lead an accurate picture of what is drafted, reviewed and approved.

A key responsibility of this role is maintaining the authenticity and integrity of industry expectations. Curriculum content must accurately reflect the knowledge, skills, behaviours and capabilities valued by industry, and must not compromise industry requirements for the sake of ease of delivery. The role is expected to say so when a design decision would erode that.

Where the effort sits

Focus area	Indicative effort	What it covers
Curriculum writing and development	50%	Subject structure, learning outcomes, progressions, grading descriptors
Product management and quality	30%	Product set, quality criteria, definition of done, version control, review cycles
Industry and stakeholder input	15%	SME sessions, reference groups, validation, feedback capture

This is a writing role with product responsibility, not a project management role. Schedule, budget, risk and issue management, governance secretariat and reporting to the Steering Group sit with the Project Lead. The position supplies the content and product status that make that management possible.

Key accountabilities

1. Curriculum writing and development

- Write high quality, knowledge-rich curriculum content for Engineering Technology at Years 12 and 13, aligned to Ministry of Education curriculum frameworks, templates and quality expectations.
- Design coherent subject structure, purpose statements, big ideas, concepts, capabilities and learning outcomes.
- Define the knowledge, skills, practices and competencies students are expected to learn and demonstrate.
- Develop learning progressions across Years 12 and 13 that build increasing depth, complexity and application.
- Write content that is engaging, relevant and accessible to secondary school learners, and that supports clear pathways into further education, training, apprenticeships and employment.
- Integrate practical, project-based and real-world industry contexts into curriculum design, including a national core with regional and pathway relevance.
- Develop assessment grading descriptors that clearly define expected levels of student achievement and align to curriculum outcomes.
- Refine content and grading descriptors in response to consultation, review and validation feedback.

2. Industry authenticity and validation

- Work directly with employers, industry associations and subject matter experts across the participating boards to identify current and emerging workforce capability requirements.
- Ensure curriculum content reflects authentic workplace expectations, current industry practice, emerging technologies and future workforce needs.
- Validate content against industry requirements and record how validation was obtained.
- Incorporate technical, digital and employability skills valued by industry, alongside transferable capabilities such as problem solving, communication, teamwork, adaptability and systems thinking.
- Advocate for industry requirements, and escalate where a proposed change would compromise industry credibility.

3. Product management and quality

- Maintain the Engineering Technology curriculum product set, including what each product is, who owns it, its current version and its status.
- Develop and apply the quality criteria and definition of done for each product, in agreement with the Project Lead and the Design Group.
- Run the drafting, review, feedback and sign-off cycle so each product moves through review in a predictable sequence, and confirm products are approved before they are relied on downstream.
- Quality assure content produced by subject matter experts, contributing writers and supporting boards against the agreed quality criteria, and give clear, constructive feedback where it does not meet them.
- Keep documentation accurate, coherent, internally consistent and version controlled, and keep the audit trail of decisions, sources and validation.
- Report product status, blockers, dependencies and emerging risks to the Project Lead in time for them to be managed, and contribute to the project registers.
- Coordinate the input of contributing writers and specialists so the subject reads as one coherent product rather than a set of separately authored parts.

4. Stakeholder and subject matter expert engagement

- Participate in and contribute content expertise to Design Group, Working Group, reference group and consultation sessions.
- Prepare curriculum material for workshops and consultation, and gather, analyse and synthesise the feedback that comes back.
- Build productive working relationships with industry experts, teachers, schools and kura, tertiary providers, Ministry of Education curriculum specialists and the supporting Industry Skills Boards.
- Work with the other Industry-Led Subjects to maintain alignment and avoid duplication where subjects share content or contexts.

5. Māori partnership and bicultural development

- Work in partnership with Māori stakeholders, iwi, hapū and Māori organisations in the development of the subject.
- Support the integration of mātauranga Māori and Te Tiriti o Waitangi principles into curriculum content where appropriate, guided by those who hold that knowledge and authority.
- Ensure the subject is relevant and meaningful for Māori learners and communities, and support alignment across Māori-medium and English-medium contexts.

6. Te Tiriti o Waitangi

- Demonstrate an understanding of Te Tiriti o Waitangi and its application within education.
- Contribute to educational outcomes that support success for Māori learners.
- Build personal capability and confidence in engaging with Māori stakeholders and perspectives.
- Promote culturally responsive and inclusive approaches to curriculum development.

7. Team contribution, health, safety and wellbeing

- Collaborate with colleagues across Transport ISB, the participating boards and the wider Industry Skills Board network.
- Provide a professional, responsive and solutions-focused approach to internal and external stakeholders.
- Take reasonable care for your own health, safety and wellbeing and that of others, comply with organisational policies, and report hazards, incidents and risks promptly.
- Undertake additional duties reasonably required to support the successful delivery of the subject.

Scope

The boundary below is deliberate. It protects writing time, and it makes clear where a piece of work belongs when it is not held here.

In scope	Out of scope
• Curriculum content and subject structure • Learning outcomes, knowledge and practice statements • Learning progressions across Years 12 and 13 • Industry capability requirements • Assessment grading descriptors • Quality criteria and definition of done for curriculum products • Version control, review cycle and product status • Industry validation and subject matter expert input	• Assessment methodology design, assessment tasks and tools • Moderation systems and marking processes • Qualification design • Lesson plans, teaching resources, learner workbooks and classroom activities • Project management of the workstream, including schedule, budget, risk and issue management and Steering Group reporting • Governance secretariat • Contracting and procurement of subject matter experts • The other eight Industry-Led Subjects

Skills, knowledge and experience

Essential

- Demonstrated experience in curriculum writing, qualification development, training design or vocational education, with evidence of published or approved written products.
- Ability to translate technical or industry-specific information into coherent learning content for secondary school learners.
- Excellent writing, editing and synthesis skills, and the ability to communicate complex information simply for a range of audiences.
- Strong understanding of workforce capability requirements and employer expectations.
- Experience owning a set of deliverables end to end, including quality standards, review cycles, version control and delivery to agreed timeframes.
- Experience working with subject matter experts and multiple stakeholder groups, and the ability to hold a line on quality while doing so.
- Ability to work independently and manage your own workload in an environment of reform and change.
- Understanding of Te Tiriti o Waitangi and culturally responsive practice.

Desirable

- Experience in the New Zealand education, training or vocational education system, including senior secondary curriculum and learner pathways.
- Experience working with the Ministry of Education, NZQA or other education agencies.

- Knowledge of engineering, transport, energy, infrastructure, manufacturing, electrotechnology or related sectors.
- Knowledge of curriculum development methodologies and of assessment design principles, sufficient to work well with assessment specialists.
- Relevant tertiary qualification in education, curriculum development, vocational education, engineering or a related field, or equivalent experience.
- Proficiency with Microsoft 365, including Word, Excel, Teams and SharePoint, and with collaboration or work tracking tools.

Personal attributes

- A strong commitment to industry authenticity, and the confidence to challenge assumptions and advocate for industry requirements.
- Detail-oriented and quality-focused, with the discipline to keep a product set orderly under time pressure.
- Strategic and future-focused, with a passion for improving learner outcomes.
- Collaborative, adaptable and comfortable with ambiguity.

Success measures

- Curriculum content is delivered to agreed milestones and meets Ministry of Education requirements first time or with minor revision.
- Industry knowledge, skills and practices are accurately represented, and employers recognise the subject as authentic and relevant.
- Learning progressions and grading descriptors are coherent across Years 12 and 13 and support consistent, fair assessment.
- The product set has a single current version, a known status and a clear audit trail at any point in the project.
- Products enter review ready, and rework loops shorten over the life of the project.
- The Project Lead can report product status accurately without reconstructing it.
- Industry experts, teachers and Māori partners stay engaged and see their input reflected in the subject.

Key relationships

- Project Lead and the Engineering Technology project team.
- Transport ISB Chief Executive and leadership team.
- Participating ISB Design Group and Working Group.
- Ministry of Education curriculum specialists, and NZQA and other education agencies.
- Industry subject matter experts, employers and industry associations.
- Schools, kura, teachers and tertiary education providers, as relevant.
- Iwi, hapū and Māori organisations, and Māori-medium curriculum specialists.
- Other Industry Skills Boards and other Industry-Led Subject teams.
- External contractors, contributing writers and specialist advisors.

References

- Education and Training Act 2020, including the vocational education and training reforms.
- Tertiary Education Strategy 2025 to 2030.
- Te Tiriti o Waitangi.
- Transport ISB Order in Council, statutory functions and sector coverage.

- Industry-Led Subjects Engineering Technology draft subject scope, and the Participating ISB Design Group and Working Group terms of reference.