

# Role Description

## Producer, Learning Programs



Cluster	Department of Creative Industries, Tourism, Hospitality and Sport
Agency	Museums of History NSW
Division/Branch/Unit	Programming, Production & Audience Division/Production & Experience Team
Location	Sydney
Classification/Grade/Band	Education Officer
Role Number	Various
ANZSCO Code	272611
PCAT Code	1119192
Date of Approval	17 January 2020
Agency Website	<a href="http://www.mhnsw.au">www.mhnsw.au</a>

### Agency overview

Museums of History NSW brings together a portfolio of iconic museums, rich collections and heritage sites, the nation's oldest archive collection, vital recordkeeping services and expert staff.

We bring history to life by sharing the stories of our places and collections. Through the State Archives Collection, we manage NSW's official documentary heritage, supporting government transparency and the public's right to access information.

These two roles do not just sit side by side – they inform and enrich each other. By preserving and making accessible our places, collections and archives, we create opportunities for people to explore the past and better understand their own place in the world. By supporting lifelong learning and inviting people to come together, we promote civic literacy, empathy, wellbeing and belonging.

We believe that history belongs to everyone. This is the promise and the purpose of MHNSW.

Museums of History NSW is a state cultural institution, established under the Museums of History NSW Act 2022. It is an agency of the NSW Department of Creative Industries, Tourism, Hospitality and Sport (DCITHS).

### Primary purpose of the role

Develop and deliver curriculum-based program, activities, engagement strategies and audiences across formal and informal learning groups to ensure the delivery of quality learning products at Museums of History NSW's sites, events, products and online.

### Key accountabilities

- Maintain knowledge of ongoing developments in pedagogy, policy and delivery mechanisms for formal and informal learning audiences and the use of new technologies in classrooms and other educational settings to apply them to the development of the agency's education offerings.

- Coordinate programming and resources across multiple themes, sites and modes of delivery to facilitate the effective implementation of programs, events and activities for learning audiences to expected agency standards.
- Lead, coordinate and participate in project teams to develop and deliver innovative and engaging programs and activities for various learning audiences and stakeholders.
- Participate as part of the Experience & Learning Team to set long range program agendas, key performance indicators, milestones and evaluation frameworks for a coordinated offering of activities related to the agency's sites, exhibitions and website.
- Collaborate with the Coordinator, Learning Programs to review existing and identify new opportunities to develop programs that engage formal learning audiences with the work of the agency.
- Participate in forward planning to ensure representation of formal learning audiences in a crowded forward schedule.
- Develop and implement effective evaluation and feedback mechanisms to ensure ongoing quality improvement in the development and delivery of programs for formal learning audiences in line with broader strategic goals for audience engagement.
- Prepare and manage budgets and schedules for projects teams to ensure all programs are delivered on time and in budget.

## Key challenges

- Developing and delivering a range of programs to engage diverse learning audiences with the agency's sites, exhibitions and online content and resources.
- Managing the delivery programs of events and activities for learning audiences to ensure program quality control, customer and stakeholder satisfaction.

## Key relationships

Who	Why
<b>Internal</b>	
Learning Manager	<ul style="list-style-type: none"> <li>• Receive guidance from in relation to program and audience outcomes.</li> <li>• Collaborate to review existing and identify new opportunities to develop programs for formal learning audiences.</li> <li>• Collects and supplies information in relation to formal learning audiences for reporting purposes.</li> </ul>
Learning Program Deliverers and Curriculum Program Deliverers	<ul style="list-style-type: none"> <li>• Provide guidance to and plan and organise program training sessions.</li> <li>• Provide knowledge of and training in programs to ensure delivery of quality programs and broader strategic goals for audience engagement are met.</li> <li>• Conduct evaluation of delivery and provide feedback.</li> </ul>
Production & Experience Team	<ul style="list-style-type: none"> <li>• Work with to develop and deliver audience development and programming goals and strategies, especially in regards to learning programming.</li> <li>• Participate in the delivery of education and programming projects.</li> <li>• Provide knowledge of and training of programs to ensure delivery of quality programs and broader strategic goals for audience engagement are met.</li> <li>• Work with to identify local opportunities for program development.</li> </ul>
Teams across the agency	<ul style="list-style-type: none"> <li>• Liaise with to secure and coordinate resources for the development and delivery of programming for formal learning audiences.</li> </ul>

Who	Why
	<ul style="list-style-type: none"> <li>Secure buy-in and support to deliver project outcomes, grow existing audiences and develop new ones.</li> <li>Collaborate with to identify local opportunities for program development and to ensure delivery of quality programs and broader strategic goals for audience engagement are met.</li> </ul>
<b>External</b>	
Cultural organisations, government, community groups, educational institutions and heritage and history sector	<ul style="list-style-type: none"> <li>To secure and coordinate resources for the development and delivery of programs.</li> <li>Represent the agency and report on key issues and trends ensuring responsive programming and identify partnership opportunities for engaging formal learning audiences.</li> <li>Work collaboratively with to deliver project outcomes, grow existing audiences and develop new ones.</li> </ul>

## Role dimensions

### Decision making

This role:

- Makes day to day decisions relating to work priorities and workload management for themselves.
- Takes active ownership of own work.
- Consults with supervisor on issues with the potential to escalate or create precedent.
- Seeks advice and clarification from their supervisor regarding matters that fall outside standard guidelines and practices.
- Maintains efficient lines of communication.
- Works within project timelines, budgets and briefings set by the supervisor.
- Consults with supervisor on issues with the potential to escalate or create precedent requiring change or fall outside standard guidelines and practice.
- Develops and fosters efficient lines of communication with all key stakeholders.
- Works both as part of a team and autonomously with limited supervision with changing priorities and pressured deadlines whilst maintaining a flexible and professional approach.
- Plans, prioritises and meets strict deadlines and manages multiple projects simultaneously.

### Reporting line

This role reports to the Learning Manager.

### Direct reports

- Nil

### Budget/Expenditure

Nil

### Essential requirements

- Current NSW Working with Children Check.
- Qualifications in primary or secondary teaching or equivalent experience and significant recent knowledge of, and experience in, the development and delivery of programs for curriculum-focused learning audiences.
- Current NSW Driver's licence.
- Willingness to work across and ability to travel to multiple work locations.

## Capabilities for the role

The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.



The capabilities are separated into focus capabilities and complementary capabilities




### Focus capabilities



*Focus capabilities* are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

### Focus capabilities





Capability group/sets	Capability name	Behavioural indicators	Level
 Personal Attributes	<b>Manage Self</b> Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none"><li>• Keep up to date with relevant contemporary knowledge and practices</li><li>• Look for and take advantage of opportunities to learn new skills and develop strengths</li><li>• Show commitment to achieving challenging goals</li><li>• Examine and reflect on own performance</li><li>• Seek and respond positively to constructive feedback and guidance</li><li>• Demonstrate and maintain a high level of personal motivation</li></ul>	Adept
 Relationships	<b>Communicate Effectively</b> Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none"><li>• Focus on key points and speak in plain English</li><li>• Clearly explain and present ideas and arguments</li><li>• Listen to others to gain an understanding and ask appropriate, respectful questions</li><li>• Promote the use of inclusive language and assist others to adjust where necessary</li><li>• Monitor own and others' non-verbal cues and adapt where necessary</li><li>• Write and prepare material that is well structured and easy to follow</li><li>• Communicate routine technical information clearly</li></ul>	Intermediate










	<b>Commit to Customer Service</b> Provide customer-focused services in line with public sector and organisational objectives	<ul style="list-style-type: none"> <li>• Take responsibility for delivering high-quality customer-focused services</li> <li>• Design processes and policies based on the customer's point of view and needs</li> <li>• Understand and measure what is important to customers</li> <li>• Use data and information to monitor and improve customer service delivery</li> <li>• Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers</li> <li>• Maintain relationships with key customers in area of expertise</li> <li>• Connect and collaborate with relevant customers within the community</li> </ul>	Adept
	<b>Deliver Results</b> Achieve results through the efficient use of resources and a commitment to quality outcomes	<ul style="list-style-type: none"> <li>• Seek and apply specialist advice when required</li> <li>• Complete work tasks within set budgets, timeframes and standards</li> <li>• Take the initiative to progress and deliver own work and that of the team or unit</li> <li>• Contribute to allocating responsibilities and resources to ensure the team or unit achieves goals</li> <li>• Identify any barriers to achieving results and resolve these where possible</li> <li>• Proactively change or adjust plans when needed</li> </ul>	Intermediate
	<b>Plan and Prioritise</b> Plan to achieve priority outcomes and respond flexibly to changing circumstances	<ul style="list-style-type: none"> <li>• Understand the team and unit objectives and align operational activities accordingly</li> <li>• Initiate and develop team goals and plans, and use feedback to inform future planning</li> <li>• Respond proactively to changing circumstances and adjust plans and schedules when necessary</li> <li>• Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals</li> <li>• Accommodate and respond with initiative to changing priorities and operating environments</li> </ul>	Intermediate

	<b>Project Management</b> Understand and apply effective planning, coordination and control methods	<ul style="list-style-type: none"> <li>• Perform basic research and analysis to inform and support the achievement of project deliverables</li> <li>• Contribute to developing project documentation and resource estimates</li> <li>• Contribute to reviews of progress, outcomes and future improvements</li> <li>• Identify and escalate possible variances from project plans</li> </ul>	Intermediate
	<b>Manage and Develop People</b> Engage and motivate staff, and develop capability and potential in others	<ul style="list-style-type: none"> <li>• Clarify the work required, and the expected behaviours and outputs</li> <li>• Clearly communicate team members' roles and responsibilities</li> <li>• Contribute to developing team capability and recognise potential in people</li> <li>• Recognise good performance, and give support and regular constructive feedback linked to development needs</li> <li>• Identify appropriate learning opportunities for team members</li> <li>• Create opportunities for all team members to contribute</li> <li>• Act as a role model for inclusive behaviours and practices</li> <li>• Recognise performance issues that need to be addressed and seek appropriate advice</li> </ul>	Foundational

## Complementary capabilities

*Complementary capabilities* are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities. Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

Capability group/sets	Capability name	Description	Level
	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
	Work Collaboratively	Collaborate with others and value their contribution	Intermediate

 Relationships	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
 Results	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Intermediate
 Results	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
 Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Intermediate
 Business Enablers	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Intermediate
 Business Enablers	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate
 People Management	Inspire Direction and Purpose	Communicate goals, priorities and vision, and recognise achievements	Foundational
 People Management	Optimise Business Outcomes	Manage people and resources effectively to achieve public value	Foundational
 People Management	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Foundational