

# Role Description

## Manager, Digital Education and Outreach



<b>Cluster</b>	Department of Premier & Cabinet (DPC)
<b>Agency</b>	Australian Museum
<b>Division/Branch/Unit</b>	Engagement, Exhibitions and Cultural Connection, Visitor Experience and Education, Education
<b>Location</b>	Sydney CBD
<b>Classification/Grade/Band</b>	Clerk Grade 7/8
<b>Kind of Employment</b>	Full time, temporary (2years)
<b>Role Number</b>	TBA
<b>ANZSCO Code</b>	134499
<b>PCAT Code</b>	
<b>Date of Approval</b>	June 2020
<b>Agency Website</b>	<a href="http://australianmuseum.net.au">australianmuseum.net.au</a>

### Agency overview

The Australian Museum (AM) is located on the traditional lands of the Gadigal people of the Eora nation. The AM acknowledges the Gadigal people as the Traditional Owners and custodians of the land, sky and waterways, paying respect to Elders past, present and emerging.

The AM operates within the NSW Department of Premier & Cabinet (DPC) and was founded in 1827 as the first museum in Australia. The Museum provides access, engagement and scientific research to increase our understanding of natural history and culture, particularly of the Australasian region. The AM holds more than 21 million objects of biological, geological and cultural collections and develops programs, exhibitions and school and community education initiatives onsite, online and offsite. The AM's purpose is to make nature, Indigenous cultures & science accessible and relevant to everyone.

For more information, visit the [website](#).

### Primary purpose of the role

The AM has a long tradition of museum outreach, from the origins of the Museum in a Box program in the 1950s to the Museum Train and Wandervan in the 1970s, delivering Museum content to those who were unable to visit the William St site. Recent events have highlighted the importance of this even more. With changed visitor behaviour and onsite visitation impacted, the AM is working more innovatively to engage audiences both onsite and off.

AM outreach programs provide access to AM content, research and collections for those in regional, rural and remote areas of New South Wales and across Australia. AM education programs encourage cultural engagement and positive social change led by First Nations educators as well as encouraging exploration of the natural world by providing contemporary, stimulating and challenging programs which draw upon the AM collections and expertise. The AM's outreach programs offer engagement with schools and communities, including audiences with additional needs and those from socially disadvantaged backgrounds, as well as through digital technologies and object-based learning.

The Manager, Digital Education and Outreach will provide strong content knowledge, strategic direction and operational support within the Education team to increase digital delivery of education programs in a coordinated manner and attract new audiences via online learning.

## Key accountabilities

- Manage the AM's suite of outreach programs as part of the wider education offering including reporting, budget, correspondence, marketing, record keeping, ICT, procurement and administration.
- Lead the development, delivery and evaluation of high-quality educational content for a variety of outreach audiences using digital technologies, working alongside members of the Education, Digital, Exhibitions, Collections and Research teams in particular.
- Coordinate ongoing delivery and development of the Museum in a Box program, as well as external community events
- Establish and maintain internal and external stakeholder relationships, including sponsors, supporters and other strategically aligned organisations.
- Prepare funding proposals, delivering financial and progress reports for individual projects, as well as document project development.
- Manage a team of staff, contractors, volunteers and interns to deliver on department and project outcomes.

### Year 1 priorities

- Develop a Digital Education and Outreach Strategy (including consultation with internal and external stakeholders)
- Review, pilot and evaluate a virtual excursion program, including technology needs, marketing, bookings processes, administration

### Year 2 priorities

- Deliver Digital Education and Outreach Strategy
- Scale virtual excursion program to deliver a sustainable and revenue generating program
- Develop Museum in a Box digital implementation plan

## Key challenges

- Managing diverse stakeholder expectations and ensuring relationships remain positive.

Achieving project deadlines and milestones to the required standards and within budget, while balancing multiple projects.

## Key relationships

Who	Why
<b>Internal</b>	
Manager, Education	<ul style="list-style-type: none"><li>• Foster communication and collaboration within the Unit</li><li>• Provide support in the delivery of events organised by the Unit</li></ul>
Branch Manager, Visitor Experience and Education (EECC)	<ul style="list-style-type: none"><li>• Identify emerging issues/risks and their implications and propose solutions</li><li>• Provide advice and contribute to decision making</li><li>• Receive guidance and provide regular updates on key projects, issues and priorities</li></ul>
Direct Reports	<ul style="list-style-type: none"><li>• Guide, support and manage performance and development</li><li>• Work collaboratively and across projects to achieve team outcomes</li></ul>
Other AM business units	<ul style="list-style-type: none"><li>• Ensure cooperation and collaboration to deliver the outreach programs</li></ul>

Who	Why
<b>External</b>	
Stakeholders including Universities and sponsors/supporters	<ul style="list-style-type: none"> <li>• Provide a high level of customer service, liaison and advice on department and program related matters</li> <li>• Report and provide updates on department and program development/progress</li> <li>• Engage and consult on pertinent issues</li> </ul>
Vendors/Service Providers and Consultants	<ul style="list-style-type: none"> <li>• Manage contracts and monitor provision of service to ensure compliance with contract and service arrangements</li> <li>• Consult, provide and obtain information, negotiate required outcomes and timeframes</li> <li>• Resolve and provide solution to issues</li> </ul>

## Role dimensions

### Decision making

- Has a high level of autonomy and is accountable for the day-to-day management and direction of the outreach program
- Is responsible for achieving agreed budgets including revenue targets and expectations in terms of quality, deliverables and KPIs
- Uses interpretation and judgement to apply established procedures and precedents and refers to the Manager, Education on decisions that deviate from agreed strategies, plans and budgets, or are likely to escalate or require a higher level of management.

### Reporting line

This role reports to the Manager, Education

### Direct reports

Exhibition Project Officer

Casual Exhibition Project Officer

Education Project Officer

Casual Education Presenters

Manages consultants, contractors and others as required

### Budget/Expenditure

This role has a financial delegation of \$10,000 and is responsible for expenditure of approx. \$75,000 per annum, plus grant project up to \$200,000

### Essential requirements






- Relevant tertiary qualifications and/or equivalent experience in education, science communication, digital media or the arts and cultural sector.
- Demonstrated experience managing the development and delivery of high quality outreach and/or digital learning programs.
- Hold a valid NSW Working With Children clearance.

## Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at [www.psc.nsw.gov.au/capabilityframework](http://www.psc.nsw.gov.au/capabilityframework)

### Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in bold are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

NSW Public Sector Capability Framework		
Capability Group	Capability Name	Level
 <b>Personal Attributes</b>	<b>Display Resilience and Courage</b>	<b>Intermediate</b>
	Act with Integrity	Intermediate
	<b>Manage Self</b>	<b>Adept</b>
	Value Diversity	Foundational
 <b>Relationships</b>	<b>Communicate Effectively</b>	<b>Adept</b>
	<b>Commit to Customer Service</b>	<b>Adept</b>
	Work Collaboratively	Intermediate
	Influence and Negotiate	Intermediate
 <b>Results</b>	<b>Deliver Results</b>	<b>Adept</b>
	<b>Plan and Prioritise</b>	<b>Adept</b>
	Think and Solve Problems	Intermediate
	Demonstrate Accountability	Intermediate
 <b>Business Enablers</b>	Finance	Intermediate
	Technology	Intermediate
	Procurement and Contract Management	Intermediate
	<b>Project Management</b>	<b>Adept</b>
 <b>People Management</b>	<b>Manage and Develop People</b>	<b>Adept</b>
	Inspire Direction and Purpose	Intermediate
	Optimise Business Outcomes	Intermediate
	Manage Reform and Change	Foundational

### Focus capabilities

The focus capabilities for the role are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the role's key accountabilities.

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>Personal Attributes</b> Display Resilience and Courage	Intermediate	<ul style="list-style-type: none"> <li>• Be flexible and adaptable and respond quickly when situations change</li> <li>• Offer own opinion and raise challenging issues</li> <li>• Listen when ideas are challenged and respond in a reasonable way</li> <li>• Work through challenges</li> <li>• Stay calm and focused in the face of challenging situations</li> </ul>
<b>Personal Attributes</b> Manage Self	Adept	<ul style="list-style-type: none"> <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 a high level of personal motivation</li> </ul>
<b>Relationships</b> Communicate Effectively	Adept	<ul style="list-style-type: none"> <li>• Tailor communication to the audience</li> <li>• Clearly explain complex concepts and arguments to individuals and groups</li> <li>• Monitor own and others' non-verbal cues and adapt where necessary</li> <li>• Create opportunities for others to be heard</li> <li>• Actively listen to others and clarify own understanding</li> <li>• Write fluently in a range of styles and formats</li> </ul>
<b>Relationships</b> Commit to Customer Service	Adept	<ul style="list-style-type: none"> <li>• Take responsibility for delivering high quality customer-focused services</li> <li>• Understand customer perspectives and ensure responsiveness to their needs</li> <li>• Identify customer service needs and implement solutions</li> <li>• Find opportunities to co-operate with internal and external parties to improve outcomes for customers</li> <li>• Maintain relationships with key customers in area of expertise</li> <li>• Connect and collaborate with relevant stakeholders within the community</li> </ul>
<b>Results</b> Deliver Results	Adept	<ul style="list-style-type: none"> <li>• Take responsibility for delivering on intended outcomes</li> <li>• Make sure team/unit staff understand expected goals and acknowledge success</li> <li>• Identify resource needs and ensure goals are achieved within budget and deadlines</li> <li>• Identify changed priorities and ensure allocation of resources meets new business needs</li> <li>• Ensure financial implications of changed priorities are explicit and budgeted for</li> <li>• Use own expertise and seek others' expertise to achieve work outcomes</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>Results</b> Plan and Prioritise	Adept	<ul style="list-style-type: none"> <li>• Take into account future aims and goals of the team/unit and organisation when prioritising own and others' work</li> <li>• Initiate, prioritise, consult on and develop team/unit goals, strategies and plans</li> <li>• Anticipate and assess the impact of changes, such as government policy/economic conditions, on team/unit objectives and initiate appropriate responses</li> <li>• Ensure current work plans and activities support and are consistent with organisational change initiatives</li> <li>• Evaluate achievements and adjust future plans accordingly</li> </ul>
<b>Business Enablers</b> Project Management	Adept	<ul style="list-style-type: none"> <li>• Prepare clear project proposals and define scope and goals in measurable terms</li> <li>• Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements</li> <li>• Prepare accurate estimates of costs and resources required for more complex projects</li> <li>• Communicate the project strategy and its expected benefits to others</li> <li>• Monitor the completion of project milestones against goals and initiate amendments where necessary</li> <li>• Evaluate progress and identify improvements to inform future projects</li> </ul>
<b>People Management</b> Manage and develop people	Adept	<ul style="list-style-type: none"> <li>• Define and clearly communicate roles and responsibilities to achieve team/unit outcomes</li> <li>• Negotiate clear performance standards and monitor progress</li> <li>• Develop team/unit plans that take into account team capability, strengths and opportunities for development</li> <li>• Provide regular constructive feedback to build on strengths and achieve results</li> <li>• Address and resolve team and individual performance issues, including unsatisfactory performance in a timely and effective way</li> <li>• Monitor and report on performance of team in line with established performance development frameworks</li> </ul>