

# Role Description

## Producer, Learning Programs First Nations



Cluster	Department of Enterprise, Investment & Trade
Agency	Museums of History NSW
Division/Branch/Unit	Programming, Production & Audience Division/Production & Experience Team
Location	Sydney
Classification/Grade/Band	Education Officer
Role Number	50073996
ANZSCO Code	272611
PCAT Code	1119192
Date of Approval	31 October 2024
Agency Website	<a href="http://www.mhnsw.au">www.mhnsw.au</a>

### Agency overview

Museums of History NSW (MHNSW) is an executive agency within the NSW Department of Enterprise, Investment and Trade and reports to the NSW Minister for the Arts. MHNSW is administered under the Museums of History NSW Act 2022.

Museums of History NSW is the first cultural institution in the state with history as its core mandate. As a custodian and storyteller, MHNSW is committed to preserving and presenting our state's unique history and bringing its stories to life through diverse voices and viewpoints. We place history before us not behind us, making it immersive, discoverable and relevant through interpretation, exhibitions, public programs and online resources.

MHNSW brings together the museums, historic houses and associated collections previously in the care of Sydney Living Museums with the vast collection of more than 13 million items held by the NSW State Archives. This includes one of the world's most complete and important collections documenting colonisation.

Providing greater access to and understanding of our state's rich and varied histories, stories and cultures is paramount to MHNSW with truth-telling and respect at the core of our approach. With a formidable asset base worth \$1.6 billion, we are focused on growing, managing, preserving and providing public access to the State Archives Collection and the objects, materials, buildings, places and stories that shape the historical, social, political and cultural identity of NSW.

MHNSW also operates commercial services that contribute significantly to the organisation's sustainability, including retail, food and beverage, venue hire, commercial records storage, records management, digitisation and consultancy services.

## 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 embedding First Nations history and knowledges 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, First Nations Curator and Head of First Nations Cultural Engagement 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 new programs that embed First Nations perspectives 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 across multiple sites.

## Key relationships

Who	Why
<b>Internal</b>	
Learning Manager	<ul style="list-style-type: none"><li>• Provide strategic advice to influence decisions regarding Learning programs</li></ul>
Senior Producer, Learning	<ul style="list-style-type: none"><li>• Provides operational advice to influence decisions regarding Learning programs.</li></ul>
Learning Program Deliverer	<ul style="list-style-type: none"><li>• Support and collaborate to deliver high quality Learning programs.</li><li>• Conduct evaluation of delivery and provide feedback.</li></ul>

Who	Why
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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>
Head of First Nations Cultural Engagement	<ul style="list-style-type: none"> <li>• Provide advice to build a whole of institution approach to First Nations Learning.</li> </ul>
First Nations Curator	<ul style="list-style-type: none"> <li>• Collaborate to build a whole of institution approach to First Nations Learning.</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> <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>

External	
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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>
First Nations Communities	<ul style="list-style-type: none"> <li>• Work with community and organisations to co-develop content and programs that represent and deliver on priorities.</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.

### Highly desirable






- This role is targeted to people of Aboriginal and/or Torres Strait Islander descent, who identify as being an Aboriginal and/or Torres Strait Islander and accepted in Community.
- Demonstrated understanding of the complexity and sensitivities required when working with communities in relation to education programs.

### 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.

## 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
 Personal Attributes	Display Resilience and Courage	Intermediate
	Act with Integrity	Intermediate
	<b>Manage Self</b>	<b>Adept</b>
	Value Diversity	Intermediate
 Relationships	<b>Communicate Effectively</b>	<b>Intermediate</b>
	<b>Commit to Customer Service</b>	<b>Adept</b>
	Work Collaboratively	Intermediate
	Influence and Negotiate	Intermediate
 Results	<b>Deliver Results</b>	<b>Intermediate</b>
	<b>Plan and Prioritise</b>	<b>Intermediate</b>
	Think and Solve Problems	Intermediate
	Demonstrate Accountability	Intermediate
 Business Enablers	Finance	Intermediate
	Technology	Intermediate
	Procurement and Contract Management	Intermediate
	<b>Project Management</b>	<b>Intermediate</b>
 People Management	<b>Manage and Develop People</b>	<b>Foundational</b>
	Inspire Direction and Purpose	Foundational
	Optimise Business Outcomes	Foundational
	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> 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	Intermediate	<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 when they are speaking and ask appropriate, respectful questions</li> <li>• Monitor own and others' non-verbal cues and adapt where necessary</li> <li>• Prepare written material that is well structured and easy to follow by the intended audience</li> <li>• Communicate routine technical information clearly</li> </ul>
<b>Relationships</b> Work Collaboratively	Intermediate	<ul style="list-style-type: none"> <li>• Build a supportive and co-operative team environment</li> <li>• Share information and learning across teams</li> <li>• Acknowledge outcomes which were achieved by effective collaboration</li> <li>• Engage other teams/units to share information and solve issues and problems jointly</li> <li>• Support others in challenging situations</li> </ul>
<b>Relationships</b> Influence and Negotiate	Intermediate	<ul style="list-style-type: none"> <li>• Utilise facts, knowledge and experience to support recommendations</li> <li>• Work towards positive and mutually satisfactory outcomes</li> <li>• Identify and resolve issues in discussion with other staff and stakeholders</li> <li>• Identify others' concerns and expectations</li> <li>• Respond constructively to conflict and disagreements</li> <li>• Keep discussion focused on the key issues</li> </ul>
<b>Results</b> Deliver Results	Intermediate	<ul style="list-style-type: none"> <li>• Complete work tasks to agreed budgets, timeframes and standards</li> <li>• Take the initiative to progress and deliver own and team/unit work</li> <li>• Contribute to allocation of responsibilities and resources to ensure achievement of team/unit goals</li> <li>• Seek and apply specialist advice when required</li> </ul>
<b>Results</b> Demonstrate Accountability	Intermediate	<ul style="list-style-type: none"> <li>• Take responsibility and be accountable for own actions</li> <li>• Understand delegations and act within authority levels</li> <li>• Identify and follow safe work practices, and be vigilant about their application by self and others</li> <li>• Be alert to risks that might impact the completion of an activity and escalate these when identified</li> <li>• Use financial and other resources responsibly</li> </ul>
<b>Business Enablers</b>	Intermediate	<ul style="list-style-type: none"> <li>• Perform basic research and analysis which others will use to inform project directions</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
Project Management		<ul style="list-style-type: none"><li>• Understand project goals, steps to be undertaken and expected outcomes</li><li>• Prepare accurate documentation to support cost or resource estimates</li><li>• Participate and contribute to reviews of progress, outcomes and future improvements</li><li>• Identify and escalate any possible variance from project plans</li></ul>
<b>People Management</b> Manage and Develop People	Foundational	<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>