

Role Description

Education Program Producer

Cluster	Department of Premier and Cabinet
Agency	Museum of Applied Arts and Sciences
Division/Branch/Unit	Programs & Engagement - Programs
Location	All MAAS Sites
Classification/Grade/Band	Clerk Grade 7/8
ANZSCO Code	134499
Role Number	50001479
PCAT Code	3119192
Date of Approval	9 September 2016
Agency Website	maas.museum

Agency Overview

The Museum of Applied Arts and Sciences sits at the intersection of the arts, design, science and technology and plays a critical role in engaging communities with contemporary ideas and issues. Established in 1879, the museum includes the Powerhouse Museum, Sydney Observatory and the Museums Discovery Centre. The Museum is custodian to over half a million objects of national and international significance and is considered one of the finest and most diverse collections in Australia.

Programs & Engagement Department

The MAAS Programs & Engagement Department works to deliver exceptional experiences across all customer touch points on all our sites. An interdisciplinary and multidisciplinary approach is taken across all in-venue and online programs, projects and activities. The department's work spans public programming, education, visitor services and venue support, regional, digital, ICT, online and media production services.

Programs Team

The **Programs** team delivers creative, cultural and educational experiences for all age ranges that encourage engagement with the applied arts and sciences and foster the development of future talent. The team also works to integrate and facilitate public and festival programming, exhibitions, online activity, and collections access to a wide range of interested community, industry, and educational players locally, regionally and globally.

The team structure comprises three units. There are two strands of activity: **Education & Digital Learning** and **Public Programs**. A shared **Program Production** unit provide flexible support across these two areas. The Program Production unit acts as a shared pool of producers working across the teams delivering both ongoing and event-based activity. The

Programs team take a key role in ensuring programming activity is coordinated across all our physical sites, regional engagement and digital platforms. The team will also feature specialised roles that provide organisation wide focus for culturally diverse, regional, indigenous and education audiences. The team also supervise a team of volunteers who support the delivery of the program across our sites.

Education & Digital Learning Unit

The Education & Digital Learning Unit provide onsite and online programs and products that support life-long learning. The unit develops and delivers programming across workshops, tours, events, talks and master classes, as well as hand-on-making and digital programs. While a key focus is primary and secondary education audiences, the team also provides innovative and creative learning opportunities for school holidays, after school, tertiary and adult learning audiences.

Primary purpose of the role

Develop and provide high level support with the delivery of workshops, tours and other programs, products and services for students, teachers and a range of audiences meeting their cultural, social, vocational and academic curriculum goals whilst strengthening the Museum's reputation as a provider of innovative, high quality learning experiences.

Key accountabilities

1. Contribute to the implementation and review of an annual Business Plan consistent with the Museum's Strategic Plan.
2. Develop and implement exciting, innovative Education and Digital Learning programs that address the needs of audiences. Ensure appropriate linkages across programs within the Programs group and their integration across the major business initiatives of the organisation.
3. Coordinate planning processes for delivery of programs including monitoring quality control of programs, customer satisfaction and ensuring a lead role for MAAS as compared to trends and developments nationally and internationally in the field of museological and educational cultural experiences.
4. Collect, collate, interpret and report on programs, services and income generating activities.
5. Contribute to the preparation, review of grant and funding submissions to support program delivery and development, ensuring statutory and legislative requirements are adhered to and effective risk management procedures are in place.
6. Contribute to the development of innovative, industry leading, and continually evolving Education and Digital Learning programs that meet the changing needs of the Education community.
7. Provide timely, high level advice on the design and delivery of products and services for students, teachers and diverse audiences.
8. Prepare rosters, plans and schedules for programs and activities to ensure the most effective, efficient delivery.

General Requirements

- Ensure the staff and volunteers delivering programs are inducted, trained and coached, foster positive working relationships and a team spirit, manage the performance of all staff, and support their ongoing professional development.
- Foster and encourage a creative environment conducive to innovative programming practice.
- Work in an interdisciplinary manner across project teams and Museum initiatives.
- Adhere to all obligations, responsibilities and legislative requirements under current Work Health & Safety (WHS) Acts and Regulations, ensuring all areas under supervision are monitored for WHS risks and hazards and are reviewed regularly.

Key challenges

- Working collaboratively with Museum staff who are physically distributed across sites.
- Developing and maintaining effective stakeholder relationships to align to MAAS strategies and business needs and facilitating their optimal contribution and engagement.
- Balancing a range of competing deadlines whilst servicing the ongoing needs of visitors both physical and online.

Key relationships

Who	Why
Internal	
• Programs Team	Collaboratively working with this team to ensure programs and services are delivered
• Curatorial, Collection & Exhibitions Team	Collaboratively working with this team to ensure programs and services are delivered
• Digital & Technology Team	Collaboratively working with this team to ensure programs and services are delivered
• Communications Team	“Joined up” approaches to marketing the MAAS offers
• Volunteers Team	Assist with training and day-to-day operational support
• Volunteers	Key to delivery of education programming
External	
• Third Party Program development agencies	To ensure maximal profile for MAAS programs and services
• Education Sector Partners (Government, Tertiary)	To ensure sector ownership, support and participation in programs

Role dimensions

Decision making

This role:

- Has some autonomy, and is accountable for development and delivery of Education programs across MAAS, working to develop and enhance programs that meet audience need.
- Responsible for program content, and concept development as well as delivery and a 'face-to-face' contact with the public.
- Refers to supervisor for decisions that require significant change to strategic approach; that are likely to escalate; cause undue risk; create substantial precedent; or are outside of delegation limits.
- Plans, leads and organises the work of the team to achieve agreed business objectives and performance criteria.
- Allocates work to team members and monitors progress.
- Submits reports, analysis, briefing and other forms of advice in final form.

Reporting line

- Digital Learning & Education Manager

Direct reports

- Casual or Temporary Program Team Producers (as projects demand)
- Casual Educators

Budget/Expenditure

The role is responsible for revenue generation and operational expenditure. See the MAAS Delegation Schedule for greater detail.

Essential Requirements


Demonstrated high-level knowledge (as applied to educational program development) in two or more of the following fields: Technologies, Health and medicine, Physical sciences (including Astronomy), Engineering, Architecture & the Built environment; Design & decorative arts, Fashion, Contemporary culture, Australian history, Indigenous culture and Asian culture.




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

Capability summary


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
	Display Resilience and Courage	Foundational
	Act with Integrity	Intermediate

 Relationships	Manage Self	Adept
	Value Diversity	Intermediate
	Communicate Effectively	Adept
	Commit to Customer Service	Adept
	Work Collaboratively	Adept
 Results	Influence and Negotiate	Intermediate
	Deliver Results	Intermediate
	Plan and Prioritise	Adept
	Think and Solve Problems	Intermediate
 Business Enablers	Demonstrate Accountability	Intermediate
	Finance	Foundational
	Technology	Adept
	Procurement and Contract Management	Foundational
 People Management	Project Management	Adept
	Manage and Develop People	Intermediate
	Inspire Direction and Purpose	Intermediate
	Optimise Business Outcomes	Intermediate
	Manage Reform and Change	Foundational

Occupation / profession specific capabilities

Capability Set

 Occupation Specific	Higher Degree teaching qualification, or significant program delivery experience in an Education setting
	More than 3 years experience in the development of educational programming that demonstrably meets the needs of Primary and Secondary audiences

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
Personal Attributes Manage Self	Adept	<ul style="list-style-type: none"> Look for and take advantage of opportunities to learn new skills and develop strengths Show commitment to achieving challenging goals Examine and reflect on own performance Seek and respond positively to constructive feedback and guidance Demonstrate a high level of personal motivation
Relationships Communicate Effectively	Adept	<ul style="list-style-type: none"> Tailor communication to the audience Clearly explain complex concepts and arguments to individuals and groups Monitor own and others' non-verbal cues and adapt where necessary Create opportunities for others to be heard Actively listen to others and clarify own understanding Write fluently in a range of styles and formats
Relationships Commit to Customer Service	Adept	<ul style="list-style-type: none"> Take responsibility for delivering high quality customer-focused services Understand customer perspectives and ensure responsiveness to their needs Identify customer service needs and implement solutions Find opportunities to co-operate with internal and external parties to improve outcomes for customers Maintain relationships with key customers in area of expertise Connect and collaborate with relevant stakeholders within the community
Relationships Work Collaboratively	Adept	<ul style="list-style-type: none"> Encourage a culture of recognising the value of collaboration Build co-operation and overcome barriers to information sharing and communication across teams/units Share lessons learned across teams/units Identify opportunities to work collaboratively with other teams/ units to solve issues and develop better processes and approaches to work
Results	Adept	<ul style="list-style-type: none"> Take into account future aims and goals of the team/unit and organisation when prioritising own and

Plan and Prioritise		<p>others' work</p> <ul style="list-style-type: none"> • Initiate, prioritise, consult on and develop team/unit goals, strategies and plans • Anticipate and assess the impact of changes, such as government policy/economic conditions, on team/unit objectives and initiate appropriate responses • Ensure current work plans and activities support and are consistent with organisational change initiatives • Evaluate achievements and adjust future plans accordingly
Business Enablers	Adept	<ul style="list-style-type: none"> • Prepare clear project proposals and define scope and goals in measurable terms • Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements • Prepare accurate estimates of costs and resources required for more complex projects • Communicate the project strategy and its expected benefits to others • Monitor the completion of project milestones against goals and initiate amendments where necessary • Evaluate progress and identify improvements to inform future projects
Project Management		
People Management	Intermediate	<ul style="list-style-type: none"> • Assist team to understand organisational direction and explain the reasons behind decisions • Ensure the team/unit objectives lead to the achievement of business outcomes that align with the organisational policies • Recognise and acknowledge individual/team performance
Inspire Direction and Purpose		
Technology	Adept	<ul style="list-style-type: none"> • Demonstrate a sound understanding of technology relevant to the work unit. • Identify and select the most appropriate technology for assigned tasks • Understand, act on and monitor compliance with information and communications security and use policies • Identify ways to leverage the value of technology to achieve team/unit outcomes, using the existing technology of the business