

Role Description

Digital Learning Designer



Education
Standards
Authority

Cluster	Separate Agency
Agency	NSW Education Standards Authority
Division/Branch/Unit	Curriculum Reform
Location	117 Clarence St, Sydney
Classification/Grade/Band	Clerk Grade 7/8
Role Number	C1609
ANZSCO Code	511112
PCAT Code	1119192
Date of Approval	November 2022
Agency Website	www.educationstandards.nsw.edu.au

Agency overview

The NSW Education Standards Authority (NESA) works with the NSW community to drive improvements in student achievement.

We are an independent statutory authority reporting to an independent Board and the NSW Minister for Education and Early Childhood Learning.

Making sure all children and young people in NSW leave school ready to take advantage of life's opportunities, as well as to rise to its inevitable challenges, is at the heart of what we do.

We achieve this by supporting all school sectors (public, catholic and independent) to deliver the best possible outcomes for students through:

- high-quality syllabuses.
- assessment, including managing the HSC and NAPLAN.
- teaching standards, such as the accreditation of teachers to work in NSW schools.
- school environments, including setting and monitoring school standards.

To find out more about the important work we do for NSW visit our [website](#).

Primary purpose of the role

The Digital Designer contributes to the development and delivery of online learning courses in NESA's Learning Management System (LMS) in line with established objectives.

Key accountabilities

- Communicate with key stakeholders about project objectives and coordinate project timelines
- Prepare and maintain project documentation for reporting, monitoring and evaluation purposes

- Source, collate and compile data and information to identify emerging issues and track and report on project progress against established milestones and deliverables
- Undertake research and analysis, identifying trends and preparing project briefs, to support informed decision-making and planning

Key challenges

- Leading learning design activities with internal and external stakeholders
- Delivering a range of project management and support services for the development and delivery of online courses given tight deadlines, limited resources and the need to manage competing priorities

Essential requirements

Demonstrated experience in the design and development of online courses in a Learning Management System.

Key relationships

Who	Why
Internal	
Manager	<ul style="list-style-type: none"> • Receive guidance and provide regular updates on key projects, issues and priorities • Provide advice and contribute to decision making • Identify emerging issues/risks and their implications and propose solutions
Project Team	<ul style="list-style-type: none"> • Work collaboratively to contribute to achieving team outcomes
Stakeholders	<ul style="list-style-type: none"> • Provide expert advice on project related issues • Report and provide updates on project progress • Consult and collaborate to resolve project related issues, define mutual interests and determine strategies to achieve their realisation
External	
Stakeholders	<ul style="list-style-type: none"> • Develop and maintain effective relationships and open channels of communication • Respond to enquiries

Role dimensions

Decision making

Decisions are made in accordance with the NESAs and/or Directorate documented policies and procedures.

Reporting line

Reports to Manager, Online Learning Development, Curriculum Production.

Direct reports

NA

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
	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none">Keep up to date with relevant contemporary knowledge and practicesLook for and take advantage of opportunities to learn new skills and develop strengthsShow commitment to achieving challenging goalsExamine and reflect on own performanceSeek and respond positively to constructive feedback and guidanceDemonstrate and maintain a high level of personal motivation	Adept
	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none">Tailor communication to diverse audiencesClearly explain complex concepts and arguments to individuals and groupsCreate opportunities for others to be heard, listen attentively and encourage them to express their viewsShare information across teams and units to enable informed decision makingWrite fluently in plain English and in a range of styles and formatsUse contemporary communication channels to share information, engage and interact with diverse audiences	Adept












FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
	Deliver Results Achieve results through the efficient use of resources and a commitment to quality outcomes	<ul style="list-style-type: none">• Use own and others' expertise to achieve outcomes, and take responsibility for delivering intended outcomes• Make sure staff understand expected goals and acknowledge staff success in achieving these• Identify resource needs and ensure goals are achieved within set budgets and deadlines• Use business data to evaluate outcomes and inform continuous improvement• Identify priorities that need to change and ensure the allocation of resources meets new business needs• Ensure that the financial implications of changed priorities are explicit and budgeted for	Adept
	Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	<ul style="list-style-type: none">• Identify the facts and type of data needed to understand a problem or explore an opportunity• Research and analyse information to make recommendations based on relevant evidence• Identify issues that may hinder the completion of tasks and find appropriate solutions• Be willing to seek input from others and share own ideas to achieve best outcomes• Generate ideas and identify ways to improve systems and processes to meet user needs	Intermediate
	Project Management Understand and apply effective planning, coordination and control methods	<ul style="list-style-type: none">• Understand all components of the project management process, including the need to consider change management to realise business benefits• Prepare clear project proposals and accurate estimates of required costs and resources• Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements• Identify and evaluate risks associated with the project and develop mitigation strategies• Identify and consult stakeholders to inform the project strategy• Communicate the project's objectives and its expected benefits• Monitor the completion of project milestones against goals and take necessary action• Evaluate progress and identify improvements to inform future projects	Adept

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.

COMPLEMENTARY CAPABILITIES			
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	Foundational
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
	Work Collaboratively	Collaborate with others and value their contribution	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Foundational
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Intermediate
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Intermediate
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate