Position Description

Title: Learning Designer, ACPDE  
HEW Level: Level 7

Faculty/Office: Faculty of Human Sciences  
Position Number: 

Department/Team: Dept of Educational Studies  
Date: January 2018

Position Purpose: To provide educational design and support for professional development courses for the Academy of Continuing Professional Development in Education (ACPDE)

ORGANISATIONAL CONTEXT

Macquarie’s Faculty of Human Sciences holds a distinctive place on the global stage. With several internationally acclaimed centres producing ground-breaking research in areas like linguistics, psychology, cognitive science, and education, our faculty is a place of passionate educators and unbridled discovery. Supported by state-of-the-art facilities including the Australian Hearing Hub, we work together to investigate and answer some of the big questions about what makes us human.

The Department of Educational Studies offers undergraduate and postgraduate courses in early childhood, primary and secondary education. The Department is committed to improving the life opportunities for young people and their families and communities through exceptional educational opportunities.

The ACPDE has been established to enable the implementation of Macquarie’s strategic provision of continuing professional learning for teachers. It also provides a ‘one stop shop’ support for all Faculties to extend their learning, teaching and research activities into continuing professional development.

ORGANISATION CHART

[Diagram showing organizational structure]

Head of Educational Studies

Director, Professional Learning & Engagement

Manager, ACPDE

Learning Designer, ACPDE

Academic Staff

Administration Officer
### KEY ACCOUNTABILITIES

- Design, develop and implement resources for academic clients across the ACPDE portfolio to enable blended, face to face, and online teaching and learning, building on universal design and best practice.
- Design, develop and produce digital resources such as videos, animation and graphic elements and incorporate these into effective learning designs for the ACPDE’s initiatives and projects.
- Develop collaborative partnerships with external ACPDE stakeholders to develop tailored educational design solutions, based on an understanding of educational and technology issues and methodologies.
- Provide expert advice to ACPDE clients on professional learning course design, pedagogy and technology.
- Ongoing development and management of ACPDE’s LMS capabilities, including resolution of technical issues, testing functionality, monitoring client usage, and ensuring content is current.
- Contribute to the establishment and maintenance of an online Community of Practice for developers and facilitators, including development of professional development design templates and guidelines, procedures, discussion forum and regulatory compliance, etc.
- Actively participate in a University community of practice in learning and teaching, contributing where relevant to cross-faculty initiatives.
- Build and manage relationships with internal and external stakeholders.
- Comply with relevant EEO and WHS regulations.
- Perform any other duties as required and as appropriate for this classification.

### POSITION CONTEXT

#### Reports to:
Manager, ACPDE

#### Positions Reporting to:
Nil

#### Key Direct Clients:
- MQ Executive
- ACPDE team
- FOHS Faculty office
- Dept HOD and DES academic and professional staff
- Internal and external course developers and service providers
- Current and prospective course students
- Other internal and external stakeholders
- Accreditation bodies eg NESA

#### Other Key Relationships:
- Heads of Office, Heads of Dept, Senior Managers
- Dean’s EO
- Faculty GM
- Faculty Finance Manager
- Professional and academic staff across the range of MQ Faculties, Departments and units including marketing, finance, LIH, etc.
- Learning Innovation Hub
- Corporate Engagement
- Other external contacts

#### Budget Accountability:
Nil

#### Role-specific Conditions:
Nil

#### Scope and autonomy:
Develops and modifies processes, procedures, systems and/or techniques for the work area and/or contributes to the development of University-wide systems, processes and procedures.

#### Problem solving:
Draws on own knowledge, experience and expertise to identify, develop and implement new initiatives, processes and programs.
## CAPABILITY FRAMEWORK

Capability Frameworks describe the behaviours, skills, attributes and experience required to successfully perform a position or group of similar positions.

<table>
<thead>
<tr>
<th>COMPETENCIES Clusters of behaviours required for successful performance.</th>
<th>ATTRIBUTES Personal qualities related to successful performance.</th>
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<tbody>
<tr>
<td><strong>Planning and Execution</strong>: Managing time and resources to complete tasks and achieve objectives.</td>
<td><strong>Accountability</strong>: Assuming responsibility for making decisions and delivering agreed outcomes.</td>
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<td><strong>Quality Focus</strong>: Ensuring accuracy and quality when completing tasks.</td>
<td><strong>Perseverance</strong>: Persevering despite obstacles to ensure tasks are completed.</td>
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<td><strong>Analysis and Judgement</strong>: Evaluating information and data to solve problems and make decisions.</td>
<td><strong>Flexibility</strong>: Responding effectively to unexpected or changing circumstances.</td>
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<td><strong>Improvement Focus</strong>: Finding better ways of completing tasks or solving problems.</td>
<td><strong>Interpersonal Impact</strong>: Making a positive impression on others in a range of interpersonal contexts.</td>
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<td><strong>Communication</strong>: Effectively articulates key messages, both verbally and in writing, adapting to suit context and audience.</td>
<td><strong>Resilience</strong>: Dealing effectively with and recovering quickly from setbacks or pressure.</td>
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<td><strong>Service Focus</strong>: Making students, staff, alumni and other key contacts and their needs a priority.</td>
<td><strong>Creativity</strong>: Questioning the status quo and suggesting non-traditional or original ideas and solutions.</td>
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<td><strong>Relationship Management</strong>: Establishing effective working relationships with others.</td>
<td><strong>Reliability</strong>: Meeting commitments and responsibilities.</td>
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<td><strong>Teamwork</strong>: Working in collaboration with others to achieve shared goals.</td>
<td><strong>Integrity</strong>: Maintaining confidentiality, discretion and professionalism.</td>
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<td><strong>Accountability</strong>: Assuming responsibility for making decisions and delivering agreed outcomes.</td>
<td><strong>Initiative</strong>: Taking action on own accord to address problems and prevent them from reoccurring.</td>
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<td>REQUIRED KNOWLEDGE</td>
<td>KEY EXPERIENCES</td>
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<tr>
<td>Qualifications, technical and/or professional skills and information needed from</td>
<td>Practical experiences and exposure to specific environments or activities</td>
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<td>day one for successful performance.</td>
<td>related to successful performance.</td>
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<td>Degree in education/educational technologies with relevant experience; or an</td>
<td>• Working in the higher education section and/or within a complex organisation.</td>
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<td>equivalent combination of relevant knowledge, training and/or experience.</td>
<td>• Design, preparation and implementation of education programs (including</td>
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<td>the development of resources and learning materials) using web-based</td>
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<td>Knowledge of online and blended learning pedagogies.</td>
<td>platforms and/or content management systems.</td>
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<td>Knowledge of project management principles and methodologies and/or teaching.</td>
<td>• Supporting institutional Learning Management Systems.</td>
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<td>Well-developed computer skills in learning management systems (such as Moodle),</td>
<td>• Demonstrated experience working with a wide range of web-based applications</td>
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<td>MS Office, web-based research, online collaboration tools and design and production</td>
<td>relevant to an educational environment.</td>
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<td>tools such as the Adobe suite.</td>
<td>• Experience providing training or coaching to internal and external stakeholders</td>
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<td>in an educational environment.</td>
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<td>• Building and managing relationships.</td>
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**ACQUIRED KNOWLEDGE**

Organisational and/or professional skills and information to be developed within the first 3 to 6 months in the role for successful performance.

Knowledge of ACPDE’s functions and structure.
Knowledge of ACPDE’s policies, systems, processes and procedures.
Understanding of what other areas of the University do and how they interact with the ACPDE.