

POSITION DESCRIPTION – General Staff
For levels 6/7 and above

Position Title: **Learning Technologist - Early Start Project**
 Level: **Level 8/9**
 Faculty/Division: **Faculty of Social Sciences**
 Department/Location: **Early Start**

Primary purpose of the position:

This position is responsible for:- a) engaging with Early Start Engagement Centre (ESEC) staff located across regional, rural and remote areas of NSW to develop a comprehensive understanding of the effective application of educational technology to the delivery of early years learning, b) developing a network of early years practitioners which interacts regularly and shares experiences of the creative application of technology to facilitate early years student learning and c) establishing channels of communication which facilitate the realisation of the vision for connectivity between the ESECs and between the ESECs and the University.

Position Environment:

The **Early Start** Project, a \$44 million venture within the newly created Faculty of Social Sciences, provides opportunities for local, national and international collaboration aimed at enhancing social capital and addressing disadvantage in our most vulnerable communities. Scheduled to open in early 2015, Early Start will be a strategic interdisciplinary teaching, research and community initiative which will enable a new generation of graduates to work with young children, their families and communities. Using pedagogies and technologies that shape learning for the 21st Century, Early Start will offer 'world class' teaching and research facilities as well as Australia's first Children's Discovery Centre. It will be connected to 38 Early Start Engagement Centres located across regional, rural and remote areas of NSW. The Early Start Project will afford opportunities for academic staff to be creative in their approaches to teaching, learning and research, establishing new standards across the higher education sector in Australia and the world.

Major Accountabilities/Responsibilities:

Responsibilities		Outcome	Percentage of Time	Office Use Only
1.	Engage with ESEC staff to develop a comprehensive understanding of the scope for and effective application of educational technology to the delivery of early years learning.	ESEC staff have a well developed understanding of the scope and effective use of educational technology.		<input type="checkbox"/>
2.	Design and deliver educational technology user sessions for ESEC staff, develop associated plain English user guides and provide user support.	ESEC staff are technically proficient in the use educational technology.		<input type="checkbox"/>
3.	Develop a repository of learning resources that may be used by the ESECs in the delivery of early years learning.	Learning resources are available for use by the ESECs		<input type="checkbox"/>
4.	Develop an Educational Technology Best Practice Demonstration Program which facilitates systematic	Effective interactions occur between the ESECs and		<input type="checkbox"/>

	interactions between the ESECs, between the ESECs and the University and provides a forum for sharing experiences in the creative application of technology to early years learning.	between the ESECs and the University; and technology applications successes are shared systematically.		
5.	Develop a program of research focused upon the applications of educational technology to early years learning through the ESEC network.	Research program is developed.		
6.	Provide advice to the Director and Associate Director Early Start on advances in educational technology available to support early years learning.	ESECs are equipped with contemporary educational technology.		
7.	Undertake other duties at the direction of the Director and Associate Director Early Start. Dean or Associate Dean.	Assigned duties and responsibilities are executed.		
8.	Supervisory roles: Communicate and consult with staff on workplace and staffing matters.	To foster direct relationships with staff and enhance engagement with the organisation.	Ongoing	
9.	Observe principles and practices of Equal Employment Opportunity	To ensure fair treatment in the workplace	Ongoing	
10.	Have OH&S responsibilities, accountabilities and authorities as outlined in the http://Staff.uow.edu.au/ohs/commitment/responsibilities/document	To ensure a safe working environment for self & others.	Ongoing	

Inherent Requirements:

This position description outlines the major accountabilities/responsibilities and the selection criteria against which you will be assessed as suitable for the position. As such there will be specific job requirements that we refer to as Inherent Requirements.

Inherent Requirements refer to your ability to:

- Perform the essential duties and functional requirements of the job;
- Meet the productivity and quality requirements of the position;
- Work effectively in the team or other type of work organisation concerned; and
- Do the job without undue risk to your own or others health, safety and welfare at work.

If you have any injuries, illness, disorder, impairment, condition or incapacity that may affect your ability to perform the inherent requirements of the position, we encourage you to discuss this with the University to assist in the process of identifying reasonable adjustments to enable you to perform the duties of the position. The University wants to place you in the best situation to use your skills effectively in the position you are applying for at the University.

Reporting Relationships:

Position Reports to:	Associate Director – Early Start
The position supervises the following positions:	Nil
Other Key Contacts:	Director – Early Start Head – Early Years Program CEDIR ITS

Key Relationships:

Identify the key positions, committees, organisations or groups that the position deals with inside and outside the organisation. Only include those that are regularly communicated with.

Contact/Organisation:

Purpose & Frequency of contact

Associate Director – Early Start
Director
Members of the Early Start team

Weekly
Regular
Regular

Key Challenges:

1. To achieve transformational change in the application of educational technology to early years learning experiences delivered by the ESECs.
2. To build an enduring network of early years practitioners which is hungry to improve the learning experiences of children through sharing experiences and knowledge of the application of educational technology.
3. Build a programme of educational research activities focused upon educational technology.
4. To achieve the unit's strategic work objectives through direct communication and consultation with staff and colleagues.

SELECTION CRITERIA - Knowledge & Skills:

Essential:

- Demonstrated understanding of the educational theory, pedagogy and research relevant to the delivery of early education learning (birth to 12 years).
- Comprehensive knowledge of the extent of educational technology currently available in the market place and technology development trends.
- Demonstrated understanding of the scope for and effective application of technology for education.
- Well-developed understanding of research related to the use of educational technologies with young children.
- Ability to establish rapport with a variety of stakeholders within a broad demographic spectrum.
- Knowledge of research methods and an ability to develop a research program.
- Demonstrated ability to facilitate group learning activities both face to face and online.

SELECTION CRITERIA - Education & Experience:

Essential:

- A higher degree completed or nearing completion in a relevant discipline.
- Extensive experience in working in an early years or younger primary setting.
- Track record of success in the application of educational technology to learning experiences.
- Experience in delivering an educational program to geographically and socially dispersed communities.
- Demonstrated ability to develop and implement research in education and educational technology.

Personal Attributes:

- A personal commitment to contributing to the Early Start vision to facilitate unique learning opportunities for children, young people and their families.
- Effective interpersonal and communication skills particularly in working with children, their educators and families.
- Demonstrated ability to work in a team environment.

Special Job Requirements:

Position is based on the Wollongong campus but will require travel to regional, remote and rural locations.

Organisational Chart:

Available on request.

Approval:

Approved by Head of Unit: _____

Date: _____

Approved by Human Resources: _____

Date: _____