

PROFESSIONAL LEARNING SPECIALIST

Position Announcement

The Buffett Early Childhood Institute at the University of Nebraska is seeking applications from qualified individuals for the position of Professional Learning Specialist. Reporting to the Director of Professional Learning, this individual will support the organization, logistical planning, and implementation of professional learning initiatives as part of the Superintendents' Early Childhood Plan, including Professional Development for All. This includes planning virtual and in-person events, coordinating expert presenters, collaborating with internal and external partners, and facilitating engaging learning experiences for early childhood professionals. The goal of these initiatives is to enhance the knowledge, skills, and well-being of early childhood professionals in ways that increase opportunity to learn and reduce opportunity gaps for young children from birth through Grade 3.

Buffett Early Childhood Institute Profile

Envisioned as a new model for how public higher education is engaged in the first years of life, the Buffett Early Childhood Institute (<https://buffettinstitute.nebraska.edu>) is a four-campus, university-wide, multidisciplinary research, education, outreach, and policy institute of the University of Nebraska committed to helping transform early childhood development and education in Nebraska and across the nation. A long-term goal of the Institute is to be a leading center where scholars, practitioners, community members, and policymakers collaborate to advance a unified approach that can improve the lives of young children and families and the systems that support them.

Applicants should note that the goals of the Institute are university-, state-, and nation-wide, but the location of the Institute administration is in Omaha. This position will work primarily out of the Omaha office.

Job Responsibilities

In addition to periodic unique tasks, the following describes major responsibilities:

- Plan professional learning experiences for birth–Grade 3 early childhood professionals in a variety of formats, including webinars, book studies, communities of practice, and in-person events.
- Proactively coordinate project management of professional learning goals of the Superintendents' Early Childhood Plan.
- Proactively coordinate content details for in-person and virtual professional learning experiences, including written and oral communication with participants and presenters.
- Collaborate with the Communications department to align goals for content and learner experiences with promotions, venues, materials, and other event planning.
- Collaborate with all Institute units to align professional learning initiatives with the goals of the Institute's signature programs.
- Coordinate with internal and external partners to identify the educational needs, content, and

presenters for professional learning events, ensuring alignment with other professional learning initiatives.

- Facilitate virtual and in-person workshops and collaborative learning experiences among educators that promote sharing of ideas, support, and resources.
- Support internal professional learning initiatives, building capacity of Institute staff to apply insights from research, practice, and policy.
- Partner with birth–Grade 3 early childhood professionals in the Learning Community of Douglas and Sarpy Counties to provide professional learning experiences that match the specific interests and needs of the community.

Required Qualifications

Bachelor’s degree in fields related to early childhood education, elementary education, or child development and five (5) years of experience in:

- Working with children ages birth through age 8 and their families in child care, private, or public-school settings
- Facilitating professional learning experiences for early childhood professionals
- Demonstrated success working in settings that are racially, culturally, ethnically, and linguistically diverse
- Logistical planning, organizing, and/or project management
- Proficiency with using Office 365, Zoom, and/or related technology tools to support planning and facilitation of professional learning experiences
- Demonstrated excellent verbal and written communication skills with attention to detail

Preferred Qualifications

- Master’s degree in early childhood education, elementary education, or child development
- Proficiency communicating in Spanish, both verbal and written
- Experience as an instructional coach

An equivalent combination of education and experience from which comparable knowledge and abilities is acquired may be considered.

Ideal candidates will demonstrate and model a passion for facilitating professional learning; excellent independent judgment and analytical skills; strong interpersonal skills; a track record of timely completion of projects and the ability to responsibly manage competing priorities; success in collaboration with distributed resources and/or project teams; and commitment to the quality, continuity, and equity of early childhood development and education.

How to Apply

Applications are processed online at <https://careers.nebraska.edu>. Follow instructions to complete the Applicant Profile. Along with the application, attach a cover letter, vita, and contact information for three professional references. Salary commensurate with experience.

Direct questions about the position to: humanresources@nebraska.edu. Direct questions about the online application process to: (402) 472-3701. The University of Nebraska is an Affirmative Action/Equal Opportunity Employer and participates in E-Verify.

ADDENDUM FOR EDUCATION PROFESSIONAL LEARNING SPECIALIST

Competencies

- Nature/Complexity of Work
This employee must exhibit strong initiative, follow-through and ability to work without supervision; high degree of flexibility and openness to change; ability to work collaboratively and build relationships with many partners, digitally and in person; ability to integrate and synthesize information; excellent communication skills, including spoken and written communications; and knowledge of principles and methods for curriculum development and instruction using applied distance learning technology and methodology.
- Problem-Solving/Decision-Making
Strong analytical, problem-solving, decision-making, and multi-tasking skills are required. This position requires the ability to quickly adapt content and delivery methods to meet stakeholders' needs while still meeting broad learning objectives. This employee must collect, compile, and analyze information to draw conclusions and make recommendations. Requires independent judgment and self-direction to complete tasks, prioritize work, and determine the tools and approach to be used.
- Strategic Input
This individual is required to be proficient and conscientious when representing the Buffett Institute. Any errors reflect unfavorably on the individual, the Institute, and potentially the university. Review is required by Institute leadership before information is released by this position. The individual is accountable for taking appropriate steps to correct any errors.
- Know-How
The position requires the ability to design professional learning experiences for diverse audiences using a variety of learning modalities. Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training outcomes. The employee must be detail-oriented and accurate; able to prioritize effectively, multi-task, and quickly respond to shifting priorities; possess strong research skills, including the ability to collect, compile, and analyze facts, draw conclusions, and recommend solutions; and have a willingness to learn and utilize innovative technologies and train others when needed.
- Technical Skills
This position requires strong technological proficiency and a willingness to learn and use recent technologies related to visual presentations, online learning management, and virtual collaboration. Proficiency in Microsoft Word, Excel, PowerPoint, and Outlook is also required. Knowledge of desktop publishing software and imaging software preferred.
- Interactions
Relationships with various entities, both internal and external to the university, are

involved. Employee will work extensively with staff at the Buffett Institute, external partners, and with the University of Nebraska's Office of the President and NU campuses. Employee must have the ability to work collaboratively and independently in a complex environment. Employee is required to have excellent interpersonal skills with the ability to explain orally and in written communication diverse technical topics in easy-to-understand language to create and nurture a professional community of adult learners.

- Supervision

This position exercises project-specific supervision for colleagues, but no direct supervision over other employees within the Buffett Institute. This position receives direct supervision from the Director of Professional Learning.

General Information

Job Family: Education & Outreach

Job Code: 49263308

Salary Range: EO24

FLSA: Exempt

Position Number: 539 & 192

Org. Unit Number: 50008150 (BECI)

Date of Last Update: 03.25.22 K. Harper

Physical Requirements and Work Conditions

The physical requirements and work conditions described here are representative of what an employee encounters while performing the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

Attendance at the workplace is critical. While performing the duties of this job, the employee is routinely required to have vision for up close and far away, talk, hear, sit, and use hands to touch, feel, handle, and operate routine office equipment. The employee is occasionally required to stand, walk, climb stairs, bend, reach, twist, and lift, carry, or move up to 15 pounds. The employee is required to occasionally travel to and participate in meetings and conferences that may require the ability to drive a motor vehicle or stay overnight.

The noise level in the work environment is usually moderate, and there are frequent interruptions as the Institute staff conduct business in cubicles, walled office space, and conference rooms.