

Role Description

Education Project Officer (Pasifika)



Cluster	Enterprise, Investment & Trade
Agency	Australian Museum
Division/Branch/Unit	Museum Engagement and Exhibitions/ Education
Role number	51003857
Classification/Grade/Band	Clerk Grade 5/6
ANZSCO Code	249111
PCAT Code	1117291
Date of Approval	February 2023
Agency Website	https://australian.museum/

Agency overview

Australian Museum (AM) is located on the homelands of the Gadigal people. The AM acknowledges and pays respect to the Gadigal people as the custodians of the land, sky and waterways, paying respect to Elders past and present.

The Australian Museum (AM) operating within the NSW Department of Enterprise, Investment & Trade cluster, is the first museum in Australia and was founded in 1827. The AM provides access, engagement and scientific research to increase our understanding of natural history and culture, particularly of the Australasian region. The AM holds more than 21 million objects of biological, geological and cultural collections and develops programs, exhibitions and school and community education initiatives onsite, online and offsite.

The AM mission is: *To ignite wonder, inspire debate and drive change.*

The AM vision is: *To be a leading voice for the richness of life, the Earth and culture in Australia and the Pacific. We commit to transform the conversation around climate change, the environment and wildlife conservation; be a strong advocate for First Nations' culture; and continue to develop world-leading science, collections, exhibitions and education programs.*

For more information, visit the [website](https://australian.museum/).

The AM supports a diverse workforce and promotes applications from all ages and genders, Aboriginal and Torres Strait Islander peoples, culturally and linguistically diverse groups, the LGBTQIA+ community, veterans, refugees and people with disabilities.

Primary purpose of the role

Education Project Officers develop and oversee the delivery of high-quality, formal and informal education programs and initiatives for school and community organisations onsite, online and offsite.

Key accountabilities

- Research, design, develop and evaluate learning programs and resources to maintain and increase the use of the Museum by all education and visitor groups.
- Ensure that relevant NSW education curricula needs, Museum and Government policies are incorporated into learning programs.
- Ensure that learning programs and resources are relevant, innovative, accurate and attractive and can be adapted to meet the needs of diverse target audiences
- Engage in teaching activities for children, graduate and post-graduate students and adults that enhance the understanding of First Nations and Pasifika culture, science and natural history.
- Provide input on appropriate learning strategies and topics for Museum programs across the Museum by participating in committees/project teams.
- Work closely with scientists, Pacific and First Nations colleagues and community members to ensure programs undertake a holistic, accurate and culturally appropriate approach towards content and delivery.
- Participate in marketing and promotion opportunities linked with expanding education group visits and use of Museum internal and external learning programs.
- Assist the First Nations Education Lead and Manager, Education to develop the strategic direction for learning programs.

Key challenges

- Linking AM content to develop new and innovative resources and learning programs targeted at different audiences that reflect the NSW school's syllabus and curricula from K-12, graduate and post-graduate students.
- Staying abreast of curricula changes and NESA and Department of Education priorities to ensure ensure currency and relevance of programs and plan for future needs.
- Being able to work on a number of learning programs/activities at the same time and balancing quality with timeliness.

Key relationships

Who	Why
Internal	
Manager, Education	<ul style="list-style-type: none">• Provide strategic advice to influence decisions regarding education programs
First Nations Education Lead	<ul style="list-style-type: none">• Provide operational support and content advice to deliver on First Nations and Pasifika education priorities
Education Project Officers	<ul style="list-style-type: none">• Work as part of Education team to develop and deliver a suite of education programs and resources
Education Presenters and Visitor Experience Hosts	<ul style="list-style-type: none">• Support casual and part time staff in the delivery of programs, ensuring content integrity and quality
First Nations Division	<ul style="list-style-type: none">• Closely collaborate to build a whole of institution approach to First Nations and Pasifika education
External	
Pasifika and diaspora community	<ul style="list-style-type: none">• Work with community and organisations to co-develop content and programs that represent and deliver on priorities

Who	Why
Students, teachers and visitors	<ul style="list-style-type: none"> Work as part of the Education team to deliver authentic programs to students, teachers and visitors

Role dimensions

Decision making

This role has autonomy and makes decisions under their direct control and refers to the team leader decisions that require significant change to outcomes or timeframes; are likely to escalate or require submission to a higher level of management. This role is accountable for the delivery of work assignments on time and to expectations in terms of quality, deliverables and outcomes.

Reporting line

This role reports to the First Nations Education Lead

Direct reports

None

Budget/Expenditure

Budgets and expenditure are in accordance with an approved Annual Budget and financial delegations and procedures subject to project type and sponsoring business unit.

Key knowledge and experience

- Able to develop and deliver a variety of education programs and experience in and understanding of how to translate complex scientific and cultural content for students and community audiences of a range of ages, abilities, and backgrounds.
- Understanding, knowledge and interest in natural sciences, climate solutions, First Nations and Pasifika cultures, and cultural heritage issues.
- Demonstrated experience in education program development.
- Experience working with Pasifika and/or First Nations community, organisations and/or knowledges.
- Adequate knowledge and experience in order to deliver the Key Accountabilities and perform to the Focus Capabilities outlined in this Role Description.

Essential requirements

- Pasifika (Pacific Islander) descent - is a genuine occupational qualification and is authorised under section 14(d) of the Anti-Discrimination Act 1977.
- Tertiary qualifications in Education, or extensive experience in a similar role.
- Hold a valid NSW Working with Children Clearance

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.


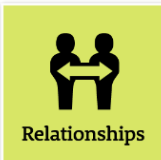

The capabilities are separated into **focus capabilities** and **complementary capabilities**.

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
 Personal Attributes	Display Resilience and Courage Be open and honest, prepared to express your views, and willing to accept and commit to change	<ul style="list-style-type: none"> • Be open to new ideas and approaches • Offer own opinion, ask questions and make suggestions • Adapt well to new situations • Do not give up easily when problems arise • Stay calm in challenging situations 	Foundational
	Act with Integrity Be ethical and professional, and uphold and promote the public sector values	<ul style="list-style-type: none"> • Behave in an honest, ethical and professional way • Take opportunities to clarify understanding of ethical behaviour requirements • Identify and follow legislation, rules, policies, guidelines and codes of conduct that apply to your role • Speak out against misconduct, illegal and inappropriate behaviour • Report apparent conflicts of interest 	Foundational
 Relationships	Commit to Customer Service Provide customer-focused services in line with public sector and organisational objectives	<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 	Adept
	Work collaboratively Collaborate with others and value their contribution	<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 	Adept
 Results	Deliver Results Achieve results through the efficient use of resources and a commitment to quality outcomes	<ul style="list-style-type: none"> • Complete work tasks to agreed budgets, timeframes and standards • Take the initiative to progress and deliver own and team/unit work • Contribute to allocation of responsibilities and resources to ensure achievement of team/unit goals • Seek and apply specialist advice when required 	Intermediate
 Business Enablers	Project Management Understand and apply effective project planning, coordination and control methods	<ul style="list-style-type: none"> • Plan and deliver tasks in line with agreed schedules • Check progress against schedules, and seek help to overcome barriers • Participate in planning and provide feedback about improvements to schedules 	Foundational

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.

COMPLEMENTARY CAPABILITIES

Capability group/sets	Capability name	Description	Level
 Personal Attributes	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
 Relationships	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
 Results	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Intermediate
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Intermediate
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
 Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Foundational
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational