Role Description
First Nations Education Lead

Role Description Fields	Details
Cluster	Enterprise, Trade & Investment
Department/Agency	Australian Museum
Division/Branch/Unit	Museum Experience & Engagement, Education
Role number	50000439
Classification/Grade/Band	Clerk Grade 7/8
Senior executive work level standards	Not Applicable
ANZSCO Code	249111
PCAT Code	3324391
Date of Approval	January 2023
Agency Website	https://australian.museum/

Agency overview

The Australian Museum (AM) is located on the traditional 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, was the first museum in Australia and was founded in 1827. The AM provides access, engagement and 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.

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

The First Nations Education Lead will set the direction for, and lead, the development and delivery of high quality formal and informal education programs centred on First Nations knowledges and ways of learning to provide educational initiatives for school and community audiences onsite, online and offsite. The role will ensure programs adhere to appropriate pedagogies, align with the NSW syllabus and support materials, and maximise student-directed opportunities. The role will collaborate with the First Nations division, and other

internal and external stakeholders to ensure AM education influences and informs a series of positive and enjoyable learning experiences. This is the lead role and First Nations voice for the Visitor Experience and Education branch.

Key accountabilities

- Work with the Manager, Education and the Director, First Nations to develop a First Nations education strategy.
- Lead the development, delivery and evaluation of formal and informal learning programs and resources supporting First Nations and Pasifika exhibition content, collections areas and knowledges to maintain a quality and positive learning experience by all education and visitor groups.
- Work collaboratively with the Education team, using feedback and evaluative data to ensure learning programs and resources are relevant, innovative, accurate and attractive and meet the needs of the AM target audiences.
- Work across the Visitor Experience and Education branch to support the embedding of First Nations content and knowledges across programs, staff training, and other initiatives.
- Recruit and manage the work and professional development of Education Project Officers and Casual Education Presenters, providing cultural support, coordinating relevant professional training and mentorship.
- Work closely with scientists, First Nations staff and other colleagues, and community members to ensure programs undertake a holistic, accurate and culturally appropriate approach towards content and delivery.
- Ensure that relevant NSW education curricula needs, Museum and Government policies are incorporated into learning programs.
- Participate in marketing and promotion opportunities linked with expanding education group visits and use of Museum internal and external learning programs.

Key challenges

- Leading the development of a First Nations education offering that links and reflects the AM's responsibility for collections and knowledges, works with community, and meets the expectations of our diverse audiences.
- Staying abreast of curricula changes and NSW Education Standards Authority and Department of Education priorities to ensure currency and relevance of programs and plan for future needs.
- Working in a busy, ever-changing environment, across multiple programs/projects at the same time.

Key relationships

Internal

Who	Why
Manager, Education	• Work collaboratively to ensure development and delivery of First Nations education programs and content align with strategic goals.
Education Project Officers and Presenters	• Coordinate development, training and management to ensure excellence in program development and delivery.
First Nations Division	• Closely collaborate to build a whole of institution approach to First Nations education.
Visitor Experience and Engagement Branch	• Provide advice and support across the branch.

External

Who	Why

NSW
GOVERNMENT

Aboriginal and Torres Strait Community members and organisations	• Work with community and organisations to co-develop content and programs that represent and deliver on priorities
Students, teachers and visitors	• Support the Education team to deliver authentic programs to students, teachers and visitors

Role dimensions

Decision making

This role has autonomy and makes decisions that are under their direct control. It refers to a Manager decisions that require significant change to program outcomes or timeframes or are likely to escalate or require submission to a higher level of management. This role is fully 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 Manager, Education

Direct reports

• First Nations and Pasifika Education Presenters (casual and ongoing)
• Pasifika Education Project Officer

Budget/Expenditure

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

Key knowledge and experience

• Appropriate tertiary qualification/s or relevant, equivalent professional experience developing learning programs in an informal learning environment such as a museum, cultural, or scientific institution.
• Demonstrated experience in education program delivery and project management.
• Demonstrated experience working with First Nations community, organisations and/or knowledges.
• Demonstrated understanding of the formal education sector, educational learning and interpretive theory and curriculum requirements around science, history, geography and First Nations cultures.

Essential requirements

• Aboriginal and/or Torres Strait Islander descent - Aboriginality/Torres Strait Islander is a genuine occupational qualification and is authorised under section 14(d) of the Anti-Discrimination Act 1977.
• 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.
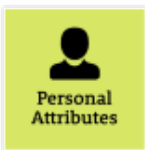
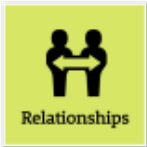The capabilities are separated into focus capabilities and complementary capabilities

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	• Be flexible, show initiative and respond quickly when situations change • Give frank and honest feedback and advice • Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately • Raise and work through challenging issues and seek alternatives • Remain composed and calm under pressure and in challenging situations	Adept
Relationships	**Commit to Customer Service** Provide customer-focused services in line with public sector and organisational objectives	• Take responsibility for delivering high-quality customer-focused services • Design processes and policies based on the customer's point of view and needs • Understand and measure what is important to customers • Use data and information to monitor and improve customer service delivery • Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers • Maintain relationships with key customers in area of expertise • Connect and collaborate with relevant customers within the community	Adept
Relationships	**Work Collaboratively** Collaborate with others and value their contribution	• Encourage a culture that recognises the value of collaboration • Build cooperation and overcome barriers to information sharing and communication across teams and units • Share lessons learned across teams and units • Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work • Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services	Adept

|	**Influence and Negotiate** Gain consensus and commitment from others, and resolve issues and conflicts	• Use facts, knowledge and experience to support recommendations • Work towards positive and mutually satisfactory outcomes • Identify and resolve issues in discussion with other staff and stakeholders • Identify others' concerns and expectations • Respond constructively to conflict and disagreements and be open to compromise • Keep discussions focused on the key issues	Intermediate
	Deliver Results Achieve results through the efficient use of resources and a commitment to quality outcomes	• Seek and apply specialist advice when required • Complete work tasks within set budgets, timeframes and standards • Take the initiative to progress and deliver own work and that of the team or unit • Contribute to allocating responsibilities and resources to ensure the team or unit achieves goals • Identify any barriers to achieving results and resolve these where possible • Proactively change or adjust plans when needed	Intermediate
	Plan and Prioritise Plan to achieve priority outcomes and respond flexibly to changing circumstances	• Consider the future aims and goals of the team, unit and organisation when prioritising own and others' work • Initiate, prioritise, consult on and develop team and unit goals, strategies and plans • Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses • Ensure current work plans and activities support and are consistent with organisational change initiatives • Evaluate outcomes and adjust future plans accordingly	Adept
	Project Management Understand and apply effective planning, coordination and control methods	• Perform basic research and analysis to inform and support the achievement of project deliverables • Contribute to developing project documentation and resource estimates • Contribute to reviews of progress, outcomes and future improvements • Identify and escalate possible variances from project plans	Intermediate

|	**Manage and Develop People**	• Collaborate to set clear performance standards and deadlines in line with established performance development frameworks	Intermediate
	Engage and motivate staff, and develop capability and potential in others	• Look for ways to develop team capability and recognise and develop individual potential	
		• Be constructive and build on strengths by giving timely and actionable feedback	
		• Identify and act on opportunities to provide coaching and mentoring	
		• Recognise performance issues that need to be addressed and work towards resolving issues	
		• Effectively support and manage team members who are working flexibly and in various locations	
		• Create a safe environment where team members' diverse backgrounds and cultures are considered and respected	
		• Consider feedback on own management style and reflect on potential areas to improve	

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.

Capability group/sets	Capability name	Description	Level
Personal Attributes	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
Personal Attributes	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Adept
Personal Attributes	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
Relationships	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Intermediate
Results	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Adept
Results	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Adept

Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Intermediate
Business Enablers	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Intermediate
Business Enablers	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate
People Management	Inspire Direction and Purpose	Communicate goals, priorities and vision, and recognise achievements	Intermediate
People Management	Optimise Business Outcomes	Manage people and resources effectively to achieve public value	Intermediate
People Management	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Intermediate