

# Role Description

## Casual Education Presenter



|                           |   |
|---------------------------|---|
| Cluster                   | Creative Industries, Tourism, Hospitality and Sport                 |
| Agency                    | Australian Museum   |
| Division/Branch/Unit      | Museum Experience and Engagement / Education                        |
| Role number               | 51000002  |
| Classification/Grade/Band | Clerk Grade 3/4   |
| ANZSCO Code               | 451411  |
| PCAT Code                 | 1339192   |
| Date of Approval          | January 2019  |
| Agency Website            | <a href="https://australian.museum/">https://australian.museum/</a> |

### 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 Creative Industries, Tourism, Hospitality and Sport 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 22 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

Education Presenters provide a wide range of education programs and interpretive services for AM visitors. They deliver education programs for education groups, on and offsite and digitally, and provide an enjoyable and positive learning experience. Regular delivery of face-to-face and online education programs is the primary role, for a diverse range of audiences including, preschool, primary, secondary, and tertiary students and teachers.

## Key accountabilities

- Deliver formal and informal learning programs and resources supporting exhibition content, collections areas and knowledges to maintain a quality and positive learning experience by all education and visitor groups.
- Assist in the coordination, planning and development of new education programs and events.
- Provide ongoing care, maintenance and administration of the collections and resources used in education programs and exhibitions.
- Work closely as part of the Education team to provide a high level of customer service, delivering a seamless, safe and comfortable experience for visitors.
- Work closely with scientists, First Nations and Pasifika staff and other colleagues, and community members to ensure programs are delivered with a holistic, accurate and culturally appropriate approach towards content and delivery.

## Key challenges

- Being able to work on multiple programs and events at the same time, balancing quality with timeliness, while attending to daily operational duties.
- Delivering appropriate cultural content and complex scientific concepts to visitors of all background and abilities.

## Key relationships

| Who   | Why  |
|---|--|
| <b>Internal</b>   |  |
| Head, Education   | <ul style="list-style-type: none"><li>• Ensure that daily operational needs are met, and that all members of the team work together to achieve the set outcomes.</li></ul> |
| First Nations Education Lead, Education Project Officers and Education Presenters       | <ul style="list-style-type: none"><li>• Work collaboratively to ensure delivery of education programs.</li></ul>   |
| First Nations Division, AMRI staff  | <ul style="list-style-type: none"><li>• Closely collaborate for a whole of institution approach to First Nations and Pasifika, science and history education</li></ul>     |
| <b>External</b>   |  |
| Students, teachers and visitors   | <ul style="list-style-type: none"><li>• Work with the Education team to deliver authentic programs to students, teachers and visitors</li></ul>                            |
| Aboriginal and Torres Strait Islander, and Pasifika Community members and organisations | <ul style="list-style-type: none"><li>• Work with community and organisations to co-deliver content and programs that represent and deliver on priorities</li></ul>        |

## Role dimensions

### Decision making

This role has limited 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 Head, Education, with work supervision by Education Project Officers.

## Direct reports

There are no direct reports to the role.

## 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

This should be included where the knowledge and/or experience:

- Demonstrated experience delivering education programs to a variety of audiences.
- Understanding of the formal education sector, interpretation and curriculum requirements around science, history, geography and First Nations and Pasifika cultures.

## Essential requirements

Essential requirements are those without which it would not be possible to fulfill the functions of the role. They include:

- 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**.

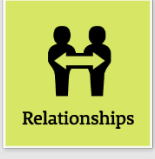


## Focus capabilities

*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 | <b>Display Resilience and Courage</b><br>Be open and honest, prepared to express your views, and willing to accept and commit to change | <ul style="list-style-type: none"><li>• Be open to new ideas and approaches</li><li>• Offer own opinion, ask questions and make suggestions</li><li>• Adapt well to new situations</li><li>• Do not give up easily when problems arise</li><li>• Remain calm in challenging situations</li></ul> | Foundational |

## FOCUS CAPABILITIES



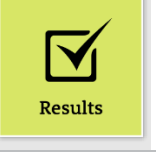

| Capability group/sets  | Capability name   | Behavioural indicators   | Level        |
|--|---|--|--------------|
|  <p>Relationships</p>       | <b>Communicate Effectively</b><br>Communicate clearly, actively listen to others, and respond with understanding and respect    | <ul style="list-style-type: none"> <li>Focus on key points and speak in plain English</li> <li>Clearly explain and present ideas and arguments</li> <li>Listen to others to gain an understanding and ask appropriate, respectful questions</li> <li>Promote the use of inclusive language and assist others to adjust where necessary</li> <li>Monitor own and others' non verbal cues and adapt where necessary</li> <li>Write and prepare material that is well structured and easy to follow</li> <li>Communicate routine technical information clearly</li> </ul> | Intermediate |
|  | <b>Commit to Customer Service</b><br>Provide customer-focused services in line with public sector and organisational objectives | <ul style="list-style-type: none"> <li>Focus on providing a positive customer experience</li> <li>Support a customer-focused culture in the organisation</li> <li>Demonstrate a thorough knowledge of the services provided and relay this knowledge to customers</li> <li>Identify and respond quickly to customer needs</li> <li>Consider customer service requirements and develop solutions to meet needs</li> <li>Resolve complex customer issues and needs</li> <li>Cooperate across work areas to improve outcomes for customers</li> </ul>                     | Intermediate |
|  <p>Results</p>           | <b>Deliver Results</b><br>Achieve results through the efficient use of resources and a commitment to quality outcomes           | <ul style="list-style-type: none"> <li>Seek clarification when unsure of work tasks</li> <li>Complete own work tasks under guidance within set budgets, timeframes and standards</li> <li>Take the initiative to progress own work</li> <li>Identify resources needed to complete allocated work tasks</li> </ul>  | Foundational |
|  <p>Business Enablers</p> | <b>Technology</b><br>Understand and use available technologies to maximise efficiencies and effectiveness                       | <ul style="list-style-type: none"> <li>Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks</li> <li>Use available technology to improve individual performance and effectiveness</li> <li>Make effective use of records, information and knowledge management functions and systems</li> <li>Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies</li> </ul>   | Intermediate |

## 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.

### COMPLEMENTARY CAPABILITIES

| Capability group/sets  | Capability name                     | Description  | Level        |
|--|-------------------------------------|--|--------------|
| <br>Personal Attributes | Act with Integrity                  | Be ethical and professional, and uphold and promote the public sector values                           | Foundational |
|  | 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 | Intermediate |
| <br>Relationships       | Work Collaboratively                | Collaborate with others and value their contribution   | Foundational |
|  | Influence and Negotiate             | Gain consensus and commitment from others, and resolve issues and conflicts                            | Intermediate |
|  | Plan and Prioritise                 | Plan to achieve priority outcomes and respond flexibly to changing circumstances                       | Foundational |
| <br>Results            | 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         | Foundational |
| <br>Business Enablers | Finance                             | Understand and apply financial processes to achieve value for money and minimise financial risk        | Foundational |
|  | Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance     | Foundational |
|  | Project Management                  | Understand and apply effective project planning, coordination and control methods                      | Foundational |