

# Role Description

## Casual Education Presenter (ID)



Role Description Fields	Details
Department/Agency	Australian Museum
Division/Branch/Unit	COS/Education
Role number	50051770
Classification/Grade/Band	Clerk Grade 3/4
Senior executive work level standards	Not Applicable
OSCA Code	259299
PCAT Code	1119192
Date of Approval	30 June 2026
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, 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](#).

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 or Pasifika Education Presenter delivers high-quality formal and informal education programs centred on First Nations or Pasifika knowledges and ways of learning. The role is primarily a face-to-face and online delivery role, serving a diverse range of audiences including preschool through to tertiary students, teachers and community visitors. A key component for First Nations staff is to the delivery of public Waranara tours, which share

First Nations stories and cultural knowledge with general Museum visitors. The role also contributes to program research, design and resource development under the guidance of the Manager, First Nations Education.

## Key accountabilities

- Deliver formal and informal learning programs and resources supporting First Nations 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 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 backgrounds and abilities.

## Key relationships

### Internal

Who	Why
Head of 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>
Manager First Nations Education	<ul style="list-style-type: none"> <li>• Work collaboratively to ensure delivery of First Nations education programs.</li> <li>• Optimisation of governance frameworks, systems/protocols and tools.</li> </ul>
First Nations Education Lead Education Project Officers and Presenters	<ul style="list-style-type: none"> <li>• Work collaboratively to ensure delivery of education programs.</li> </ul>

### External

Who	Why
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 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 Manager First Nations Education.

### Direct reports

Nil

### Budget/Expenditure

Nil

## Key knowledge and experience

- Demonstrated experience delivering education or interpretive programs to a variety of audiences, including school groups and the general public
- Demonstrated experience working with First Nations or Pasifika communities, organisations and/or cultural knowledges
- Understanding of the formal education sector, including curriculum requirements relating to Aboriginal and Torres Strait Islander or Pasifika perspectives, science, history or geography
- Strong communication skills and the ability to engage diverse audiences, including children and community visitors, in culturally safe and informative ways
- Ability to manage multiple programs and operational duties simultaneously, with a commitment to quality and timeliness

## Essential requirements

- Aboriginal and/or Torres Strait Islander and/or Pasifika descent. Aboriginality/Torres Strait Islander is a genuine occupational qualification and is authorised under section 14(d) of the Anti-Discrimination Act 1977 (NSW). Pasifika descent is recognised under the Act within the definition of race, which includes descent and ethnic origin (section 4, Anti-Discrimination Act 1977 (NSW)).
- 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.





Capability group/sets	Capability name	Behavioural indicators	Level
 <p>Personal Attributes</p>	<p><b>Display Resilience and Courage</b></p> <p>Be open and honest, prepared to express your views, and willing to accept and commit to change</p>	<ul style="list-style-type: none"> <li>• Be open to new ideas and approaches and adapt to new situations</li> <li>• Offer your opinion, ask questions and make suggestions</li> <li>• Do not give up easily when challenges arise</li> <li>• Be respectful and considerate in challenging situations</li> <li>• Ask for help when you don't know something</li> </ul>	Foundational
 <p>Relationships</p>	<p><b>Communicate Effectively</b></p> <p>Communicate clearly, pay attention to others and respond with understanding and respect</p>	<ul style="list-style-type: none"> <li>• Focus on key points and use clear, concise and inclusive language</li> <li>• Clearly explain and present ideas and arguments</li> <li>• Pay attention and ask appropriate and respectful questions to understand others' point of view</li> <li>• Promote the use of inclusive language and help others to adjust their language where necessary</li> <li>• Seek feedback about your communication style and adapt where necessary</li> <li>• Write in a way that is well structured and easy to follow</li> <li>• Clearly communicate routine technical information</li> </ul>	Intermediate
 <p>Relationships</p>	<p><b>Commit to Customer Service</b></p> <p>Provide customer-focused services in line with public sector and organisational objectives</p>	<ul style="list-style-type: none"> <li>• Focus on providing a positive customer experience</li> <li>• Support a customer-focused culture in your organisation</li> <li>• Demonstrate a thorough knowledge of the available services and share relevant information with customers</li> <li>• Identify and respond quickly to customer needs</li> <li>• Consider different customer needs and experiences when developing solutions to meet needs</li> <li>• Resolve complex customer issues</li> <li>• Cooperate across work areas to improve outcomes for customers</li> </ul>	Intermediate
 <p>Results</p>	<p><b>Deliver Results</b></p> <p>Achieve results by using resources efficiently and committing to quality outcomes</p>	<ul style="list-style-type: none"> <li>• Seek clarification when unsure of work tasks</li> <li>• Complete your work tasks under supervision and within set budgets, timeframes and standards</li> <li>• Take the initiative to progress your own work</li> <li>• Identify resources you need to effectively complete assigned work</li> </ul>	Foundational
	<p><b>Technology</b></p> <p>Understand and use available technology to maximise efficiencies and effectiveness</p>	<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> </ul>	Intermediate








Capability group/sets	Capability name	Behavioural indicators	Level
Business Enablers		<ul style="list-style-type: none"> <li>Use available technology to improve individual performance and effectiveness</li> <li>Use records, information and knowledge management systems effectively</li> <li>Support system improvement initiatives and new technology when it is deployed</li> <li>Identify where technology or automation supports tasks, and raise issues when applications may be inappropriate or inaccurate</li> </ul>	

## Complementary capabilities

*Complementary capabilities* are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identify 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	<b>Act with Integrity</b>	Be ethical and professional, and uphold and promote the public sector values	Foundational
 Personal Attributes	<b>Manage Self</b>	Be persistent, self-reflect and commit to learning	Intermediate
 Personal Attributes	<b>Value Diversity and Inclusion</b>	Be inclusive and respect diverse backgrounds, experiences and perspectives	Intermediate
 Relationships	<b>Work Collaboratively</b>	Collaborate with others and value their contribution	Foundational

Capability group/sets	Capability name	Description	Level
 Relationships	<b>Influence and Negotiate</b>	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
 Results	<b>Plan and Prioritise</b>	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Foundational
 Results	<b>Think and Solve Problems</b>	Think, analyse and consider the broader context to develop practical solutions	Intermediate
 Results	<b>Demonstrate Accountability</b>	Be proactive and responsible for your actions, and follow legislation, policy and guidelines	Foundational
 Business Enablers	<b>Finance</b>	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
 Business Enablers	<b>Procurement and Contract Management</b>	Understand and use procurement processes to ensure effective purchasing and contract performance	Foundational
 Business Enablers	<b>Project Management</b>	Understand and use effective ways to plan, coordinate and control projects	Foundational