

Role Description

Education Presenter



Cluster	Creative Industries, Tourism, Hospitality and Sport
Agency	Australian Museum
Division/Branch/Unit	The Office of Chief of Staff/Education
Role number	51000002
Classification/Grade/Band	Clerk Grade 3/4
ANZSCO Code	451411
PCAT Code	1339192
Date of Approval	September 2025
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 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 deliver a range of high-quality formal and informal education programs and initiatives for school and community organisations onsite, online and offsite.

Key accountabilities

- Deliver formal and informal learning programs and activities to maintain and increase the use of the Museum by all education and visitor groups, including adapting to ensure they are relevant and meet the needs of diverse target audiences.

- Deliver a range of teaching activities designed for children, graduate and post-graduate students, and adults that enhance the understanding of First Nation and Pasifika cultures, science and natural history.
- Assist in the coordination of daily visitor activities, working as part of the Education team, to provide a high level of customer service.
- Support Education Project Officers with research and provide input into the development of learning programs and resources.
- Collaborate with scientists, First Nations and Pasifika staff and other colleagues, stakeholders, and community members to ensure programs are delivered with a holistic, accurate and culturally appropriate approach towards content and delivery.
- Support the ongoing care, maintenance, research and administration of the Education collection and resources used in education programs and exhibitions.
- Participate in marketing and promotion opportunities linked with expanding education group visits and use of Museum internal and external learning programs.
- Support the work of the Education team by undertaking other relevant duties as directed that are consistent with the skills, competency and training, including a range of administrative duties relating to Education team activities.

Key challenges

- Being flexible and adaptable, and willing to learn and deliver a wide range of education programs for a variety of different audiences.
- Delivering appropriate cultural content and complex scientific concepts to visitors of all backgrounds and abilities.

Key relationships

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

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 of Education, with work supervision by Education Project Officers.

Direct reports

Nil

Budget/Expenditure

Nil

Key knowledge and experience

- Ability to teach a variety of education programs and experience in translating complex scientific and cultural content for students and community audiences of a range of ages, abilities, and backgrounds.
- Understanding, knowledge and interest in the formal education sector in NSW and Museum education pedagogies.
- Understanding, knowledge and interest in natural sciences, climate solutions, First Nations and Pasifika cultures, and cultural heritage issues.

Essential requirements

- 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

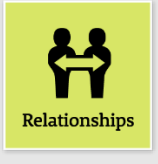


Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

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• Remain calm in challenging situations	Foundational





FOCUS CAPABILITIES

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