

Role Description

Education Project Officer (First Nations)



Role Description Fields	Details
Department/Agency	Australian Museum
Division/Branch/Unit	Education/First Nations Education
Role number	TBD
Classification/Grade/Band	Clerk Grade 5/6
Senior executive work level standards	Not Applicable
OSCA Code	141499
PCAT Code	1119192
Date of Approval	August 2026
Agency Website	https://australian.museum

Agency overview

The Australian Museum acknowledges that we operate on the lands, waters and skies of many First Nations Peoples. As Australia's first museum, we share the responsibility of advocating for Country and honouring First Nations Peoples and knowledges.

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 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 and organisations to ensure programs give First Nations voice and agency and align with community expectations.
- 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, Manager First Nations and Head, 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 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

Internal

Who	Why
Head, Education	• Provide strategic advice to influence decisions regarding education programs
Manager First Nations, Education	• Provide leadership and management to deliver First Nations and Pasifika education programs and priorities
First Nations Education Lead	• Provide operational support and content advice to deliver on First Nations and Pasifika education priorities
Education Project Officers	• Work as part of Education team to develop and deliver a suite of education programs and resources
Education Presenters and Visitor Experience Hosts	• Support casual and part-time staff in the delivery of programs, ensuring content integrity and quality
First Nations Division	• Closely collaborate to build a whole of institution approach to First Nations and Pasifika education

External

Who	Why
First Nations communities	• Work with community and organisations to co-develop content and programs that represent and deliver on priorities
Students, teachers and visitors	• 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

Nil.

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

- Ability to teach 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 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

- 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.
- 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.

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 open to new ideas and approaches and adapt to new situations • Offer your opinion, ask questions and make suggestions • Do not give up easily when challenges arise • Be respectful and considerate in challenging situations • Ask for help when you don't know something	Foundational
 Personal Attributes	Act with Integrity Be ethical and professional, and uphold and promote the public sector values	• Behave in an honest, ethical and professional way • Act in accordance with the Ethical Framework and the Code of Ethics and Conduct • Follow legislation, policies and guidelines that apply to your role and organisation • Speak up about misconduct and inappropriate behaviour	Foundational
 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 customers' experience and engage people with lived experience to inform service improvements • Create opportunities to learn about and measure what is important to customers by engaging with a wide range of customer experience • Use customer data, feedback and insights to improve service delivery • Find opportunities to collaborate with internal and external stakeholders to improve outcomes for customers • Maintain relationships with key customers in your area of expertise • Connect and collaborate with relevant customers from the community	Adept
 Relationships	Work Collaboratively Collaborate with others and value their contribution	• Encourage a workplace culture that values collaboration • Communicate with other teams to improve information sharing • Share lessons learned with other teams and business units • Identify opportunities to collaborate with stakeholders, including people with lived experience, to develop better processes and solutions	Adept

Capability group/sets	Capability name	Behavioural indicators	Level
		- Actively use digital information platforms, collaboration tools and other digital technologies to share information and work with diverse audiences to solve problems and improve services - Consider diverse cultural perspectives to provide insights into collaborative work	
 Results	Deliver Results Achieve results by using resources efficiently and committing to quality outcomes	- Seek and apply specialist advice when needed - Complete work tasks within set budgets, timeframes and standards - Take the initiative to progress and deliver your own work and that of the team or business unit - Contribute to assigning responsibilities and resources to ensure the team or business unit achieves goals - Identify any barriers to achieving results and resolve these where possible - Proactively change or adjust plans when needed	Intermediate
 Business Enablers	Project Management Understand and use effective ways to plan, coordinate and control projects	- Understand project goals, steps to be undertaken and expected outcomes - Plan and deliver tasks in line with agreed project milestones and timeframes - Check progress against agreed milestones and timeframes, and seek help to overcome barriers - Participate in project planning and provide feedback on progress and potential improvements to project processes	Foundational

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	Manage Self	Be persistent, self-reflect and commit to learning	Intermediate

Capability group/sets	Capability name	Description	Level
 Personal Attributes	Value Diversity and Inclusion	Be inclusive and respect diverse backgrounds, experiences and perspectives	Foundational
 Relationships	Communicate Effectively	Communicate clearly, pay attention to others and respond with understanding and respect	Intermediate
 Relationships	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
 Results	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Intermediate
 Results	Demonstrate Accountability	Be proactive and responsible for your actions, and follow legislation, policy and guidelines	Intermediate
 Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational

Capability group/sets	Capability name	Description	Level
 Business Enablers	Technology	Understand and use available technology to maximise efficiencies and effectiveness	Foundational
 Business Enablers	Procurement and Contract Management	Understand and use procurement processes to ensure effective purchasing and contract performance	Foundational