Role Description
Regional Education Lead

Cluster	Department of Creative Industries, Tourism, Hospitality and Sport
Agency	Australian Museum
Division/Branch/Unit	Chief of Staff/Education/First Nations Education
Role number	50074888
Classification/Grade/Band	Clerk Grade 7/8
ANZSCO Code	249111
PCAT Code	3339192
Date of Approval	January 2026
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](https://australian.museum/).

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 Regional Education Lead will lead the expansion of the Australian Museum's Mini Museum program and other outreach initiatives, developing and delivering high quality education programs for early years learners, teachers and families across regional NSW. The role will ensure programs adhere to appropriate pedagogies, are culturally appropriate, and meet the needs of diverse audience.The role will build productive relationships with external stakeholders including local and state government, libraries, museums, other community organisations and funders to develop sustainable delivery models and build capacity for NSW communities. This is the lead role for educational outreach for the Education branch.

Key accountabilities

- Lead the expansion and sustainable delivery moderl for the Mini Museum program and coordinate regional outreach activiites across NSW
- Develop productive and effective relationships with external stakeholders including local and state government, libraries, museums, other community organisations and funders
- Collaborate with the Education team and external stakeholders, using feedback and evaluative data to ensure all learning programs and resources developed are relevant, innovative, accurate and attractive and meet the needs of the AM target audiences.
- Collaborate with scientists, First Nations staff and other colleagues, stakeholders, community members and knowledge holders to ensure programs undertake a holistic, accurate and culturally appropriate approach towards content and delivery.
- Ensure that relevant Early Years Learning Framework, Museum and Government policies are incorporated into learning products and program design
- Support funding proposals, grant reporting, budget management, and demonstrate measurable program impact to funders and stakeholders.
- Participate in marketing and promotion opportunities linked with expanding education group visits and use of Museum internal and external learning programs.
- Identify and coordinate relevant professional development training, and provide support and mentorship for Education Project Officers, Exhibition Project Officers and Casual Education Presenters, to upskill them for these new programs and way of working.

Key challenges

- • Building on the successful Mini Museum pilot to develop an expanded offering that scales across regional NSW, links museum collections and knowledges with community needs, and meets the expectations of diverse audiences.
- Managing multiple stakeholder expectations including funders, partners, communities, and internal teams while maintaining program quality and cultural appropriateness.
- Working in a busy, ever-changing environment, across multiple programs/projects at the same time.

Key relationships

Who	Why
Internal	
Head, Education	• Work collaboratively to ensure development and delivery of high quality education programs and activities focused on regional audiences.
First Nations Education Lead	• Work collaboratively to facilitate working with First Nations led experiences and knowledges where appropriate
Education Project Officers, Presenters and Exhibition Project Officers	• Work collaboratively to ensure development of high quality education resources, training and program delivery
Australian Museum Research Institute	• Work collaboratively to identify and incorporate appropriate knowledges, contacts and content into programs
First Nations Division	• Work collaboratively to identify and incorporate appropriate knowledges, contacts and content into programs
Partnerships and Development teams	• Work collaboratively to create sustainable program models that meet the needs of funders

Who	Why
External	
Local and state government, libraries, museums and community organisations	• Work with external stakeholders to co-develop content and design programs that meet the needs of communities across NSW
Students, teachers and community members	• Delivery of authentic programs to students, teachers and families
Sponsors and other funders	• Work collaboratively to deliver programs that meet the objectives of funders

Role dimensions

Decision making

This role has autonomy and makes decisions that are under their direct control. It refers to a Manager for 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

• Head, Education

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

• Demonstrated experience in education program delivery and project management, particularly in informal learning environments
• Proven ability to create and foster productive working relationships with diverse organisations including government, community groups, and cultural institutions
• Understanding of the unique context, opportunities and challenges facing regional communities in NSW
• Experience with program evaluation, social impact measurement, and communicating outcomes to funders
• Experience supporting funding proposals, grant reporting, and budget management
• Knowledge of early childhood pedagogy and the Early Years Learning Framework

Essential requirements

• Appropriate tertiary qualification/s or relevant, equivalent professional experience developing learning programs for an early years audience in an informal learning environment such as a museum, cultural, or scientific institution.
• Hold a valid NSW Working with Children Clearance
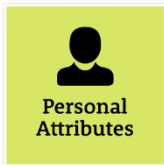
Capabilities for the role

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

FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
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
	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

Capability group/sets	Capability name	Behavioural indicators	Level
	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
Results	**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

FOCUS CAPABILITIES			
Capability group/sets	**Capability name**	**Behavioural indicators**	**Level**
	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
Business Enablers	**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

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.

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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	Intermediate
	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Adept
	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
	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
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Intermediate
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate

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