

## ROLE DESCRIPTION

**ROLE TITLE:** Manager, Education

**CLASSIFICATION:** AS07

**ROLE NUMBER:** P42731

**AGENCY:** [Attorney](#) General's Department

**DIVISION:** South Australian Museum

**BUSINESS UNIT:** Research, Collections and Education

**REPORTS TO:** *Deputy Director, Research, Collections and Education*

**ROLES REPORTING TO THIS ROLE:** *Education Program Lead, Aboriginal Education Program Co-ordinator, Discovery Centre – Information Officers x 2*

**BUDGET:** \$50,000

**ROLE PURPOSE:** The Manager, Education leads the development, implementation and evaluation of the South Australian Museum's education function, positioning the Museum's collections, research, researchers and cultural knowledge as active learning infrastructure for South Australia. The role leads the Museum's working partnership with the Department for Education to develop and deliver high-quality curriculum-aligned school programs, teacher learning and education initiatives that support student curiosity, capability, equity and future pathways.

The Manager provides integrated leadership of the Museum's education offer, including the Education Centre, the Discovery Centre, curriculum and school learning programs, teacher professional learning, education resources and outreach. Working under the strategic direction of the Deputy Director, Research, Collections and Education, the role works closely with Museum researchers, collections staff, First Nations knowledge holders, teachers and education partners to translate Museum knowledge into distinctive, evidence-rich learning experiences

## KEY OUTCOMES OF ROLE:

1. Provide effective leadership and line management of the Museum's Education team, establishing clear priorities, performance expectations and a collaborative culture focused on high-quality education outcomes.
2. Lead the development, implementation and evaluation of the Museum's Education Strategy and an integrated portfolio of curriculum-aligned learning programs for students, teachers and schools.
3. Lead the Museum's working partnership with the Department for Education to ensure programs are curriculum-aligned, evidence-informed and responsive to teacher needs, priority student cohorts and agreed education outcomes.
4. Work in partnership with Aboriginal and Torres Strait Islander knowledge holders, communities and Museum specialists to ensure First Nations knowledge, Country and cultural authority are embedded appropriately within education programs.
5. Work collaboratively with Research and Collections staff to translate the Museum's collections, research, researchers and cultural knowledge into distinctive education experiences, resources and future pathway programs.
6. Lead the Discovery Centre as the Museum's public-facing, hands-on education environment, connecting visitors and learners with collections, scientific inquiry and cultural knowledge and integrating it with the broader Education Centre offer
7. Lead the development and operation of the Education Centre as a strategic learning platform, including curriculum programs, teacher engagement, program pilots, evaluation and staged growth.
8. Develop and maintain effective education partnerships with schools, universities, research organisations, government, science agencies and industry to strengthen learning opportunities, equity, future pathways and education impact. .
9. Lead evaluation and continuous improvement of Museum education programs, including measures of curriculum value, learning outcomes, teacher value, student curiosity and confidence, equity of access and future pathway awareness.

## KEY RELATIONSHIPS / INTERACTIONS:

- Exhibitions, Public Programs, Visitor Experience, Marketing and Communications and other relevant Museum teams to ensure education programs, exhibitions, audience experiences and communications are appropriately coordinated.
- Research and Collections staff, researchers, collection managers, conservators and other specialists to translate Museum knowledge, collections and research into high-quality learning experiences. Department for Education as the Museum's principal education-system partner for curriculum alignment, teacher engagement, school participation, priority cohorts and agreed learning outcomes.
- Aboriginal and Torres Strait Islander knowledge holders, education specialists, communities and organisations to ensure education programs are culturally authoritative, safe and appropriately co-designed. Schools, teachers, learners and access and inclusion specialists to ensure programs respond to diverse learning needs and support equitable participation Development and partnership staff to identify funding and partnership opportunities that increase education access, capability and impact.
- Chief Scientist for South Australia Department, universities, research organisations, science agencies, industry and other strategic partners to connect education programs with research, innovation and future workforce pathways

## SPECIAL CONDITIONS:

- Applicants will be required to undergo the appropriate and relevant Employment Screening Assessment(s) required for this role in line with the DPC Employment Screening Policy.
- This role requires (please select those relevant for the role):
  - ☒ National Police Check (required for all roles)
  - ☒ Working with Children Check
  - ☐ Security Clearance (including Baseline, Negative Vetting Level 1, Negative Vetting Level 2, Positive Vetting)
- The Incumbent will be required to participate in the department's Performance Management Program.
- The Incumbent may be assigned to another position at this remuneration level or equivalent.
- The position may require occasional work outside standard hours to support education programs, Museum events and partner activities.

## KEY SELECTION CRITERIA:

- Demonstrated leadership and people-management experience, with the ability to build a high-performing, collaborative team and deliver complex education programs and organisational priorities.
- Demonstrated experience developing, delivering and evaluating Australian Curriculum-aligned learning programs for students and professional learning for teachers, in physical and digital environments.
- Demonstrated knowledge of contemporary education practice, learning design, curriculum, inquiry-based learning and evidence-informed approaches to improving learner outcomes.
- Demonstrated ability to translate specialist knowledge, research, collections, cultural knowledge or complex subject matter into engaging and educationally rigorous learning experiences.
- Demonstrated experience building productive partnerships with schools, education systems, researchers, communities and external organisations to achieve shared education outcomes.
- Demonstrated ability to design education programs that support equity, accessibility and the participation of learners with diverse needs and backgrounds.
- Demonstrated ability to evaluate education programs and use evidence, learner feedback and performance information to drive continuous improvement and demonstrate impact.
- A tertiary qualification in Education, Teaching, Museum Studies, Science Communication, Learning Design or a related discipline is preferred.
- Experience delivering education programs within museums, science, cultural, research, government or comparable public-purpose organisations is desirable.

## SOUTH AUSTRALIAN PUBLIC SECTOR PURPOSE

- Making a difference so South Australia thrives

## SOUTH AUSTRALIAN PUBLIC SECTOR VALUES

- |                   |                                |
|-------------------|--------------------------------|
| ▪ Trust           | ▪ Collaboration and Engagement |
| ▪ Service         | ▪ Honesty and Integrity        |
| ▪ Professionalism | ▪ Courage and Tenacity         |
| ▪ Respect         | ▪ Sustainability               |

## CORPORATE RESPONSIBILITIES

Incumbents are responsible for:

- Keeping accurate and complete records of business activities in accordance with the *State Records Act 1997*.
- Maintaining a commitment to the [Public Sector Act 2009](#), [The Code of Ethics for the South Australian Public Sector](#), and the legislative requirements of the *Public Sector Act 2009* and [Work Health and Safety Act 2012](#).
- Creating and maintaining a diverse, accessible, inclusive and culturally safe workplace to enable us to reflect our community.

- At all times acting in a manner that is non-threatening, courteous, respectful, and consistent with DPC's accreditation as a White Ribbon workplace.
- Demonstrating a genuine commitment to Reconciliation, and the achievement of Reconciliation Action Plan outcomes.

## CORE COMPETENCIES & ASSOCIATED BEHAVIOURS EXPECTED AT THIS CLASSIFICATION

### Develops Strategic Thinking

- ☒ Demonstrates big-picture thinking to develop and maintain strategic direction
- ☒ Inspires and influences others towards achieving organisational goals and business objectives
- ☒ Develops and oversees the implementation of change initiatives in a sometimes uncertain environment
- ☒ Anticipates and identifies problem areas. Rapidly defines, objectively analyses and solves highly complex ambiguous problems
- ☒ Understands the organisations objectives and links between the business unit, the organisation, the whole of government policy agenda and public service values

### Achieves Results

- ☒ Builds a high performing team that makes effective use of individual/team capabilities & drives effective outcomes
- ☒ Looks outside of organisational silos to identify resources and uses evidence, knowledge and experience to deliver the best results
- ☐ Adheres to, interprets and explains Public Sector legislation, regulations and policies and manages compliance across all areas of the Business Unit
- ☒ Manages own & others project performance & takes action to improve the delivery of quality outcomes
- ☒ Values specialist expertise and creates an environment conducive to the sharing and effective utilisation of professional knowledge and skills

### Drives Business Excellence

- ☒ Continually searches for and champions new and innovative ways to add value linked to organisational outcomes. Embraces change
- ☐ References and utilises market trends, developments and economic/legislative changes to meet current and future organisational needs
- ☒ Inspires ongoing learning. Sets clear performance standards and gives timely recognition for good performance. Manages under performance promptly
- ☒ Proactively drives outstanding customer service through understanding needs
- ☒ Manages expenditure & oversees procurement, ensures security of systems, deploys resources appropriately

### Generates Genuine Partnerships

- ☒ Establishes credibility and negotiates persuasively. Offers a convincing rationale which has been carefully positioned against organisational outcomes
- ☒ Uses appropriate strategies to prevent, manage and resolve conflicts and disagreements promptly
- ☒ Facilitates a collaborative approach and promotes a positive environment to share information, encourage ideas and stimulate open discussion
- ☒ Demonstrates and models the values in creating partnerships across the business, and developing effective networking opportunities
- ☒ Confidently presents complex information in a clear & articulate manner tailored to meet the needs of the audience

### Role Models Personal Drive and Professionalism

- ☒ Maintains the highest level of integrity to embed ethical practice and organisation's values into the culture
- ☒ Raises and challenges important issues constructively and stands by own position when challenged. Accepts accountability for mistakes and ensures corrective action is taken
- ☒ Persists and focuses on achieving objectives through pressure, responding positively & in a controlled manner
- ☒ Demonstrates a high level of self-awareness and can identify areas in which own capabilities complement others. Strives for continual learning
- ☒ Promotes & develops an inclusive workplace culture that values & respects diversity and individual differences
- ☒ Advocates and drives standards for the safety and wellbeing of self and others