



MINISTRY OF EDUCATION
GOVERNMENT OF THE COOK ISLANDS

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POSITION DESCRIPTION

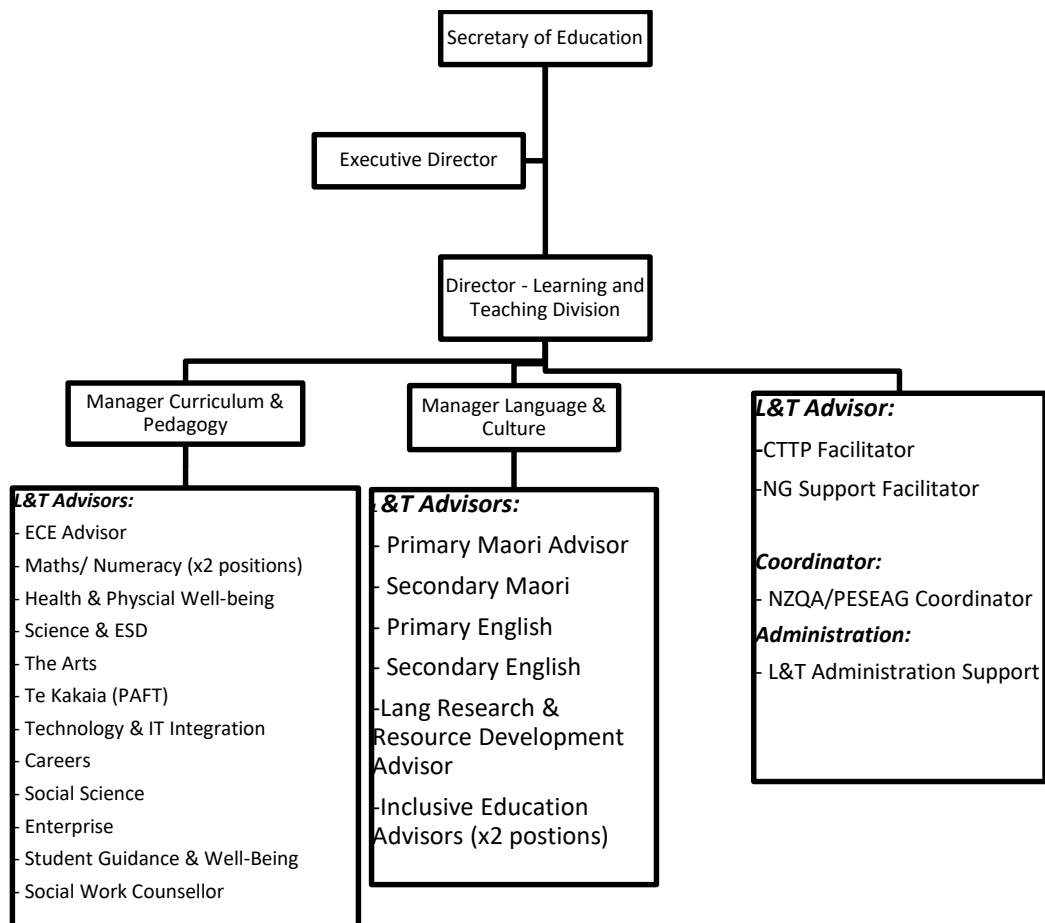
Job Title:	Learning and Teaching Advisor (Curriculum Review and Support)
Division:	Learning and Teaching
Responsible To:	Manager – Curriculum and Pedagogy OR Manager – Language and Culture (According to structure)
Responsible For:	Nil
Job Purpose:	To improve teacher capacity and capability resulting in quality teaching, effective delivery of curriculum and learning programmes, assessment, pedagogy and quality outcomes and achievements for all students: <ul style="list-style-type: none">• Quality Teaching and Pedagogy• Facilitation of learning and teaching programmes across the curriculum and in specialised learning areas• Facilitation of the review of Curriculum Statements and development of resources• Assessment across the curriculum – knowledge, skills, experience, practice;• Differentiated Learning - knowledge, skills and experience.
Job Classification:	
Date updated:	April 2021

AGENCY VISION

The Ministry of Education values the unique nature of the Cook Islands. We contribute to the effective governance of our country and are recognised as leaders in education throughout the region.

The Ministry of Education provides a dynamic and professional environment which promotes and supports life-long learning through the provision of quality services.

ORGANISATIONAL STAFFING STRUCTURE



KEY RESULT AREAS (KRA'S)/OUTPUTS

K.R.As	Key Performance Indicators
<p><u>Curriculum Review</u> To facilitate the planned review of the CI Curriculum statement relevant to the Advisor's area of specialism to ensure its alignment with the Cook Islands Curriculum Framework (CICF).</p>	<ul style="list-style-type: none"> • Research in consultation with MOE, schools and other stakeholders on the implementation of the current curriculum and the opportunities it provides for student learning • A gap analysis of the current curriculum and the requirements and intent of the CICF • Development and presentation of suggested approaches of the revised curriculum document to identified stakeholders • Draft of a revised curriculum statement based on the agreed approach.
<p>To facilitate and support the identification and development of particular resources or professional development that would be required to support the new curriculum.</p>	<ul style="list-style-type: none"> • Relevant resource material is identified, developed, published and distributed as required; • Register of Resources and Professional development are maintained and assessed. • Teachers are confident and competent in using the resources developed/identified. • Forum to present new/revised curriculum document
<p><u>Curriculum implementation support</u> To facilitate and support principals and teachers in the delivery of the curriculum in area of responsibility</p>	<ul style="list-style-type: none"> • The annual School Survey informs the PD programme; • Principals and teachers are engaged in professional discussions which will enable them to reflect on their current practice and set goals for their own development and support.

	<ul style="list-style-type: none"> • In-service training opportunities are supported by a range of pedagogical practices using a range of medium; school based, one-to-one tutoring, and cluster/syndicate, regional and national workshops. • Reports are documented evidence of work conducted in schools and the community; • Evaluation by schools and advisor informs the effectiveness of teaching and learning.
To facilitate networking and partnerships with stakeholders, institutions of education and community agencies	<ul style="list-style-type: none"> • A newsletter relevant to the curriculum and specific programme area is written and published each term with news and ideas for teachers; • Opportunities are provided for teachers to exchange ideas and experience, through programme panels • A termly column is written for the Education Gazette/Newsletter; • Networking amongst teachers and educators at both local and international levels (NZ) is maintained.
To coordinate Regional/ National activities	<ul style="list-style-type: none"> • Regional and National activities are co-ordinated with other advisors as per priority areas; • Profile of Education at the regional and international level receives status.
<p><u>Quality Teaching & Pedagogy</u></p> <p>To facilitate and support quality teaching that is relevant, interesting, engaging, stimulates enjoyment of learning and is focused on high standards of students' outcomes; Education Master Plan Goals (EMP)</p>	<ul style="list-style-type: none"> • The interest, engagement and enjoyment of students in their learning is apparent; • In-service training opportunities are sourced, planned and delivered to ensure quality leadership and teaching using a range of approaches across the spectrum; national, school-based, cluster/syndicates etc.; • Integrated and differentiated approaches to learning results in learning outcomes for students. • Quality learning and high standards of students' outcomes are achieved; • Results in priority areas of learning are evident.
To facilitate and support a learning environment and context that is safe, inclusive cohesive and responsive to social, cultural and island uniqueness. The environment will provide opportunities for nurturing and growing positive relationships within the school and in partnership with the wider community.	<ul style="list-style-type: none"> • Quality learning and high standards of students' outcomes are achieved; students' ideas and experiences are valued; reciprocity of learning is acknowledged and promoted; • The school and school community works in partnership to promote a culture of learning; • Parents and wider community have a better understanding and appreciation of teaching, learning and their contribution to education for their children and for themselves creating a positive learning community.
To facilitate and promote a culture of a learning community; everyone including the principal, the teacher and the wider community are all learners (EMP-Learning for Life)	<ul style="list-style-type: none"> • Learning conversations and learning partnerships are encouraged; and challenge, support and feedback are always available; • Use of exemplars, samples/models of work and other models to establish benchmarks of quality learning
To facilitate and encourage a school, classroom and community of reflective and critical thinkers.	<ul style="list-style-type: none"> • Quality learning and high standards of students' outcomes are achieved; • Higher order thinking skills are promoted and allows students to manipulate, generalise, synthesise, hypothesize information to form conclusions to the problem or issues;
To facilitate and encourage teaching as inquiry through creating opportunities for research into teacher-learning	<ul style="list-style-type: none"> • Teachers engage in action research projects through inquiry, into the teaching-learning relationship;

relationships & student-learning relationships.	<ul style="list-style-type: none"> • Teacher plan teaching and learning opportunities using research by other researchers. • Learning outcomes are assessed using a range of responsive assessment approaches; • Use of Professional readings, exemplar projects, samples/models of work and other models to inform teaching • Teachers become competent researchers and role models for the students. • Teaching and learning is evidence and research-based • Learning programmes and opportunities inform future planning and learning.
To explore and facilitate new forms of teaching approaches such as use of information and communication technology (ICT) and e-learning (overcoming barriers of distance and falling rolls-Northern Group.	<ul style="list-style-type: none"> • Quality learning and high standards of students' outcomes are achieved; • Access and equity is provided for all students and including students in isolated locations (Northern Group Islands); • Scope of teaching and learning is extended; • Creating communities of learning that extends beyond the classroom; • New and different ways of learning are accessible; graphic organisers, blackboard configuration etc.
Qualification support To provide support for teachers in the use of a range of relevant assessment tools according to area of responsibility.	<ul style="list-style-type: none"> • Professional development support is provided for teachers in the use of a range of best practice assessment tools • A database of national exemplars is developed to assist teachers in identifying national standards and benchmarks for assessment programmes.
To support NCEA professional development at secondary level in area of responsibility (for secondary advisors)	<ul style="list-style-type: none"> • Teachers use national qualifications and assessment methods and tools effectively to monitor student achievement and progress in relevant programmes; • Assessment data informs the development of programmes and resources tailored to meet the learning needs of students.
To assist with internal moderation for specialist programme area	<ul style="list-style-type: none"> • Standardisation in marking and assessment results across schools.
Monitoring and evaluation support To provide support in monitoring and evaluation of learning and teaching programmes in accordance with MOE Monitoring and Evaluation Framework.	<ul style="list-style-type: none"> • National monitoring data and annual review of school support visits is used to inform effective delivery of services; • School visit reports and stakeholder feedback reflect the quality and effectiveness of programmes and the level of professional support required.
Ministry of Education support To provide professional support and guidance to Ministry of Education L & T Staff, and contribute to the effective functioning of the Division and the Ministry of Education as a whole.	<ul style="list-style-type: none"> • Effective participation in meetings • Professional support is provided to all L&T staff. • Support is provided on professional issues directly through the Director and through consultation with other staff. • Valuable input into Ministry of Education initiatives and PLC meetings. • Curriculum programmes for Teacher Trainees are delivered and trainees are competent in delivering the respective curriculum program to students.

WORK COMPLEXITY

<i>Indicate most challenging problem solving duties typically undertaken (3-4 examples):</i>	
1	Keeping abreast of technological change and developments and how technology can be utilised as an enabler for quality learning and teaching

2	The facilitation of ongoing professional support in quality teaching and pedagogy in its current organisational form on Rarotonga and in the Pa Enea (teachers continuously shifts around).
3	Keeping abreast of best educational pedagogical practice and maintaining a culture of learning throughout the schools.
4	The facilitation of ongoing review, implementation, evaluation and monitoring of all learning and teaching programmes in the curriculum area.

AUTHORITY

Authority levels expressed in terms of routine expenditure, granting loans, and recruiting and dismissing staff. (*Explain the authority if any*)

Financial	Nil (Assist Line Manager and Director in preparing a budget for area of responsibility, sourcing / ordering of relevant resources, stationery orders, and Pa Enea Advisory visits.)
Staff	Nil
Contractual	Nil

FUNCTIONAL RELATIONSHIPS

The requirement for human relations skills in dealing with other personnel and external contacts. (List the external and internal types of functional relationships)

Internal	Nature of Contact	External	Nature of Contact
Director and Line Managers	Primary contact - planning, organising, coordinating, review work programs, leave, supervision, appraisal, personal development, budget monitoring, reporting – quarterly, annually (Heavy)	Parents/Caregivers, School and island communities	Community engagement and awareness to promote and support educational programs and initiatives (Routine)
Learning & Teaching Advisors/Facilitators and Administration Staff	Professional and collegial support, planning organising, coordinating and implementing activities, special events - daily contact (Heavy)	Government Ministries, Agencies, NGO's, private sector, Island governments	Partnership programs, promoting educational initiatives in learning area, student support & guidance, community engagement, (Routine)
MoE Division Directors & National Office staff	Supporting, implementing and monitoring curriculum development programs, resource development, training-workshops, conference planning, travel and other tasks as required. (Medium)	Education organisations – subject associations, NZQA, UNESCO, SPC, Education Institutes – USP, AUT etc	Professional discussions, representation, compliance, training opportunities, research projects, reporting and presenting (Routine)
Principals, Teachers, Teacher Aides, students	Implementing, monitoring and evaluating school support programs and other tasks as required. (Heavy)		

QUALIFICATIONS (OR EQUIVALENT LEVEL OF LEARNING)

Level of education required to perform the functions of the position. This combines formal and informal levels of training and education.

(*Selected from Knowledge and Experience*)

Essential: (least qualification to be competent)	Desirable: (other qualifications for job)
<ul style="list-style-type: none"> • Bachelor Degree in Education/Teaching • Registered Teacher (teaching qualification) 	A post-graduate tertiary qualification in Education or equivalent field to Master's degree level.

EXPERIENCE

The length of practical experience and nature of specialist, operational, business support or managerial familiarity required. This experience is in addition to formal education.

Essential: (least number of years to be competent)	Desirable: (target number of years you are looking for)
7 years teaching experience with 3 or more years in an educational management position that promotes curriculum ELA's (essential learning areas).	More than 7 years teaching experience and 5 or more years in an educational management position that promotes best pedagogical practices across ELA's that will support up-coming effective classroom teachers.

KEY SKILLS /ATTRIBUTES/JOB SPECIFIC COMPETENCIES

(Selected from Skills and Behaviour)

Level of ability required for the job	
Expert	<ul style="list-style-type: none"> • Extensive experience in the development, implementation and review of specific learning and teaching programmes; • Experience and skills teaching and pedagogy; • Experience in the provision of professional development programmes for principals and teachers; • Knowledge and understanding of a range of modalities for delivering programmes and the ability to apply them appropriately within cultural context
Advanced	<ul style="list-style-type: none"> • Experience working in the Cook Islands education system is desirable. • Demonstrated skills and experience in cross-cultural communication; • Demonstrated ability to work to negotiated timetable and meet deadlines; • Desirable commitment to sustainability, gender development, social issues, capacity building and institutional strengthening in schools and teacher training programs
Working	<ul style="list-style-type: none"> • Good computer skills and knowledge of basic software, IT Level 3 competency • High level of oral and written communication and reporting skills; • Actively participating in own professional development • Undertaking professional reading relevant to education. • Adherence to Cook Islands standards for Teachers, Code of ethics for teachers, Education Act, EMP
Awareness	<ul style="list-style-type: none"> • Knowledge of Education Sector mandates (Education Act, EMP, SOI) • Regional and international best practise and innovation initiatives in Education

CHANGE TO JOB DESCRIPTION

Changes to the Job description may be made from time to time in response to the changing nature of the Agency work environment - including technological or statutory changes.

Approved:

HoM/Manager

Date

Employee

Date