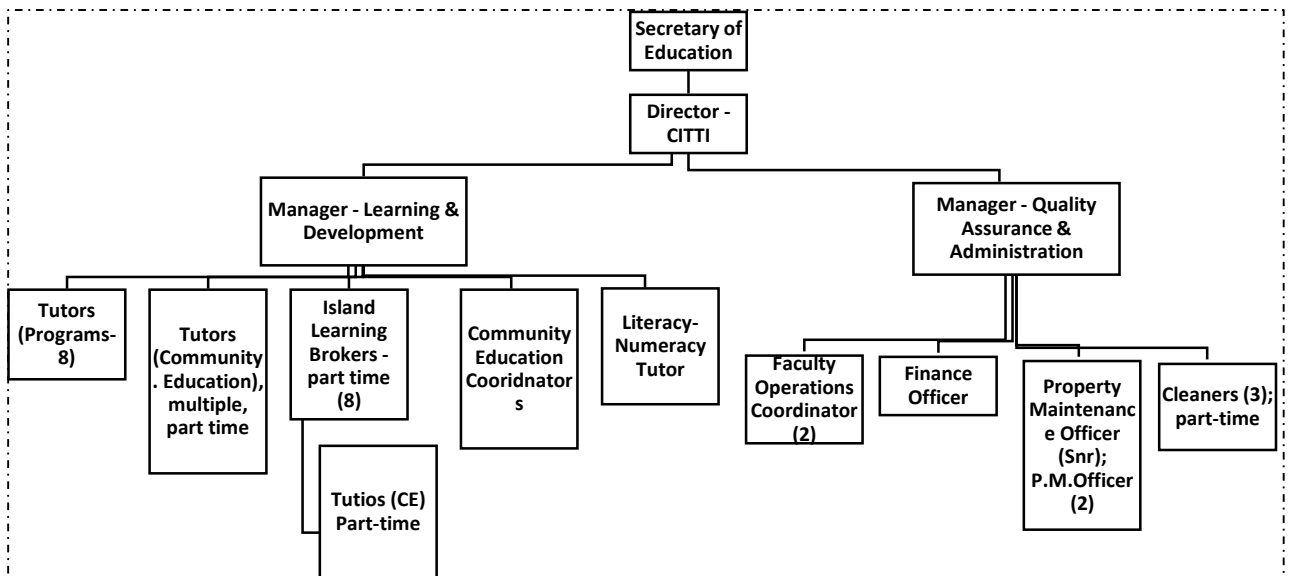## POSITION DESCRIPTION

Job Title:	Tutor (Literacy/Numeracy Programmes)
Division:	Cook Islands Tertiary Training Institute
Responsible To:	Learning and Development Manager
Responsible For:	
Job Purpose:	• To facilitate, and support tutors in the effective delivery of the curriculum in regards to literacy and numeracy, resulting in quality teaching and learning across the curriculum, effective assessment practice (knowledge, skills, experience), evaluation and review. • To provide effective learning and teaching strategies in literacy and numeracy for students enrolled in a specific programme of study. developing relevant resources and material relevant to industry and the context
Date:	December 2020

MINISTRY 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 lifelong learning through the provision of quality services.

ORGANISATION CHART:

KEY RESULTS AREAS:

Key Results Area	Key Performance Indicators
Curriculum Implementation Support • To facilitate and support tutors in the delivery of the curriculum in regards to literacy & numeracy • To conduct a tutor literacy/numeracy needs survey that will inform the professional support program • To evaluate and review the support program to determine effectiveness of the program	• Programs are implemented and documented that detail support of faculties and the community • Tutors are informed, knowledgeable of and apply specific learning and teaching strategies daily in their practice • Tutors regularly reflect on their current practice and set goals for their own development and support. • In-service training opportunities are supported by a range of pedagogical practices using a range of medium; one-to-one tutoring, cluster/faculty and MOE workshops
• To facilitate and support the identification and development of particular resources or professional development that would be required to support literacy and numeracy programs across the curriculum	• Relevant resource material is identified, developed, published and distributed as required; • Register of Resources and Professional development are maintained and assessed. • Tutors are confident and competent in using the resources developed/identified.
• To provide support for tutors in the use of a range of relevant assessment tools in literacy and numeracy	• Professional development support is provided for tutors in the use of a range of best practice assessment tools • A database of exemplars is developed to assist tutors in identifying national standards and benchmarks for assessment programmes. • Tutors 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.
Professional Knowledge and Development • To have current knowledge of content and best practice principles and pedagogy that can be applied to the learning situation and support tutors. • To be competent and to keep up to date in the subject area	• Keeps abreast of changes in subject area through subject associations, advisors, online (ITO, NZQA), colleagues in other institutes • Regularly reflects on and reviews personal performance • Demonstrates a commitment to personal growth and knowledge development • Contributes to ongoing curriculum, assessment and policy review and evaluation. • If applicable, to work towards and gain an adult teaching qualification, including US 4098.
Program Delivery (Tutor) • To plan, prepare and deliver quality programmes as prescribed by the curriculum and students Individual Education Plans (IEP) • Supply effective teaching and learning strategies to promote effective learning consistent with individual student learning needs • Use assessment data to inform future planning and intervention strategies • To provide regular and meaningful feedback on student progress and achievement. • To utilise and manage all learning and teaching resources, effectively and efficiently	• Plans, prepares, implements and evaluates programs that incorporate unit and Standards Based Assessment standards • A high standard of learning & teaching is maintained, informed through a range of assessment practices at a level appropriate to the ability of all students • Students receive tutorial support that is individualized to their learning styles. • Student progress and achievement are regularly analysed and intervention strategies implemented to raise achievement levels to meet expected student and program goals – credit tracking • Students receive appropriate feedback on their progress and level of achievement and are informed of areas where extra support would be beneficial • Students' learning opportunities are maximised through access to appropriate and properly maintained resources
Quality Management Systems • To verify/moderate assessment materials in area of expertise according to NZQA processes • To ensure the institute maintains its accreditation to offer NZQA accredited programs of learning according to scope of accreditation and relevant MOU. • To develop, review and implement programmes of learning and respond to feedback	• Complies with external audit requirements and guidelines including pre, post and external moderation, Further Assessment Opportunities, records retention and reporting guidelines • Verified results entered in SMS and submitted, students receive record of learning and/or achieve qualification. • Implements outcomes of external audit reviews and requirements within given timelines • Participates in the institutes QMS committees and external audit reviews • Programs are evaluated and reviewed, coursework is developed and implemented.

Student Management	
• To initiate and manage referrals and recruitment of students • Provides a supportive, creative, stimulating and safe environment for students • To monitor student attendance, progress and achievement. • To implement sound strategies in managing student behaviour effectively and within CITTI policy	• Programs commence with a full complement of students • Uses positive reinforcement to encourage desired behaviors • Effective classroom layout, displays; health and safety procedures are implemented • Responds effectively and in a timely manner to individual student needs • Communicates effectively with students, staff and parents and caregivers • Establishes and maintains clear and effective classroom routines
Contribution to CITTI • To be an active team member within the faculty and institute • To establish and maintain effective and cooperative working relationships with and between colleagues • To operate within the policy framework and legislative obligations of CITTI • Discharge administrative responsibilities integral to Tutors work including keeping up to date records and evidence of student achievement	• Participates effectively and contributes to faculty and institute professional meetings and activities • Actively supports decisions taken by the faculty and institute • Carries out all assigned duties effectively • Reasonable request for information are met in a timely and obliging manner • The CITTI Quality Management System is upheld and all accreditation is maintained; All policy and procedures are abided by • All teaching plans, assessment procedures and teaching resources are completed and up to date
Professional Conduct • Demonstrate professional conduct as expected by an employee of the Cook Islands Public Service • Participate fully and effectively in the institutes performance management system	• Demonstrates professional conduct at all times • Complies with the values and code of conduct of the CIPS • Complies with the requirements of the MOE performance management system • Meets all expected deadlines and reporting requirements as directed by the Senior Managers.

The most challenging duties typically undertaken by a tutor will include:

1	A comprehensive knowledge and understanding of relevant curricula and demonstrating effective pedagogical practice
2	Keeping abreast of best educational pedagogical practice and maintaining a culture of learning throughout the institute.
3	The facilitation of ongoing professional support for tutors in quality teaching and pedagogy on Rarotonga and in the Pa Enua
4	The facilitation of ongoing review, implementation, evaluation and monitoring of all learning and teaching programmes in the curriculum area.
5	Demonstrate planning skills that provide connections to prior learning and experiences, and display competency in evaluation for future planning

6	Ability to contextualise students' learning to their own environment to give it relevance and enhance student understanding
7	Able to use a range of assessment methods (eg norm referenced, standards based etc) for diagnostic, formative and summative evaluation of student achievement to inform interventions which will improve student outcomes
8	Comply with moderation and assessment requirements of NZQA, London City and Guilds and other accrediting bodies

AUTHORITY:

The Programme Tutor will have the following levels of authority:

Financial	No Authority (All tutors are required to follow the financial practices as set down by the Ministry of Education with regard to purchasing, inventory control and asset management, input into faculty budget in teaching area)
Staff	No Authority (Tutors in technical subjects may supervise the work of technicians assisting in work-shops, kitchens and job sites. Senior tutors may supervise and support beginning tutors & other tutors requiring up skilling to ensure they meet the standards required by accrediting bodies)
Contractual	No authority.

FUNCTIONAL RELATIONSHIPS:

Tutors are required to demonstrate effective Human Resources Management skills in dealing with all internal and external relationship matters:

Internal	Nature of Contact:	External	Nature of Contact
Senior management team – Director, Managers	Institute operations and management, compliance, reporting, attendance, leave, student management, area of responsibility, other matters as required (**Heavy**)	Community Services, government agencies, NGOs	Resource provision, learning enhancement opportunities, health & safety, pastoral care and other matters as required (**Routine**)
Other institute staff including support staff	Provision of administration, collegial and professional support, planning, student progress & achievement, pastoral care, other relevant matters (**Heavy**)	Industry and Employers	Training programs, student placements, administration specific to the curriculum area, and other matters as required. (**Routine**)
Students	Learning and Teaching, pastoral care, other relevant matters (**Heavy**)	External Tertiary Providers	Subject specific resources, assessment support and current initiatives (**Routine**)
Ministry of Education central administration office	Employment matters including payroll, leave, professional development,	Accrediting and standard setting bodies (NZQA, ITO, LC&G)	Policy and processes, subject specific

performance, competency, and curriculum support and other matters as required. **(Medium)**		support, reporting and other matters **(Minimal)**

PERSON SPECIFICATION:

Qualification

The Programme Tutor will be required to have the following formal level of training and educational qualifications and experience:

Essential: (least qualification to be competent)	Desirable: (specific qualification for job)
• A Bachelor's Degree with Majors in a specific teaching area. • Cook Islands teacher registration (with relevant teaching qualification)	A post graduate qualification in a specific teaching area.

Knowledge/Experience:

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

Essential	Desirable
• 4 or more years' experience in delivery of industry training, teaching or tutoring, inclusive of experience in the delivery of effective strategies in literacy and numeracy • 7 or more years practical industry experience at an advanced level.	• At least 4 years' experience in delivery of industry training including standards based assessment (SBA)

Key Skills /Attributes/Behaviours

Expert	• Effective delivery of curricula relevant to specialist teaching area • Experience and skills in teaching and pedagogy inclusive of literacy and numeracy strategies. • Experience in the provision of professional development programmes for tutors • Knowledge and understanding of a range of modalities for delivering programmes and the ability to apply them appropriately within cultural context
Advanced	• Demonstrated skills and experience in cross-cultural communication; • A range of student behaviour and pastoral care management strategies • Ongoing monitoring, evaluation and self-review of one's own performance and practice • Collaborative and collegial delivery style; honest, motivated, flexible, adaptable, innovative and reliable • Managing institute resources effectively • High level of oral and written communication and reporting skills • Always assessing and planning to minimise risks to the physical safety of staff and students, taking appropriate action • Promoting indigenous culture and language

Working	• Further developing one's own knowledge and skills
	• Actively participating in professional development
	• Undertaking professional reading relevant to education.
	• IT Level 3 competency achievement
	• Ability to be professional and approach challenges professionally
Awareness	• Knowledge of external developments and innovation in education that are relevant to the specialist subject area
	• Government legislation and policies particularly those related to 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 Ministry's work environment - including technological or statutory changes.

Secretary of Education	Date

Employee	Date