



POSITION DESCRIPTION

Position Title:	Teacher Aide (Program Support- ECE)
Division: School
Responsible To:	Principal and/or Teacher in Charge
Responsible For:	N/A
Job Purpose:	To support the ECE teacher in Charge by providing quality learning, support and pastoral care to all students through the effective delivery of the ECE curriculum, the provision of a safe and healthy learning environment and maintaining effective partnerships and engagement with parents and caregivers.
Remuneration:	Band D. Minimum: \$9.26 Max: 12.59
Date:	June 2020

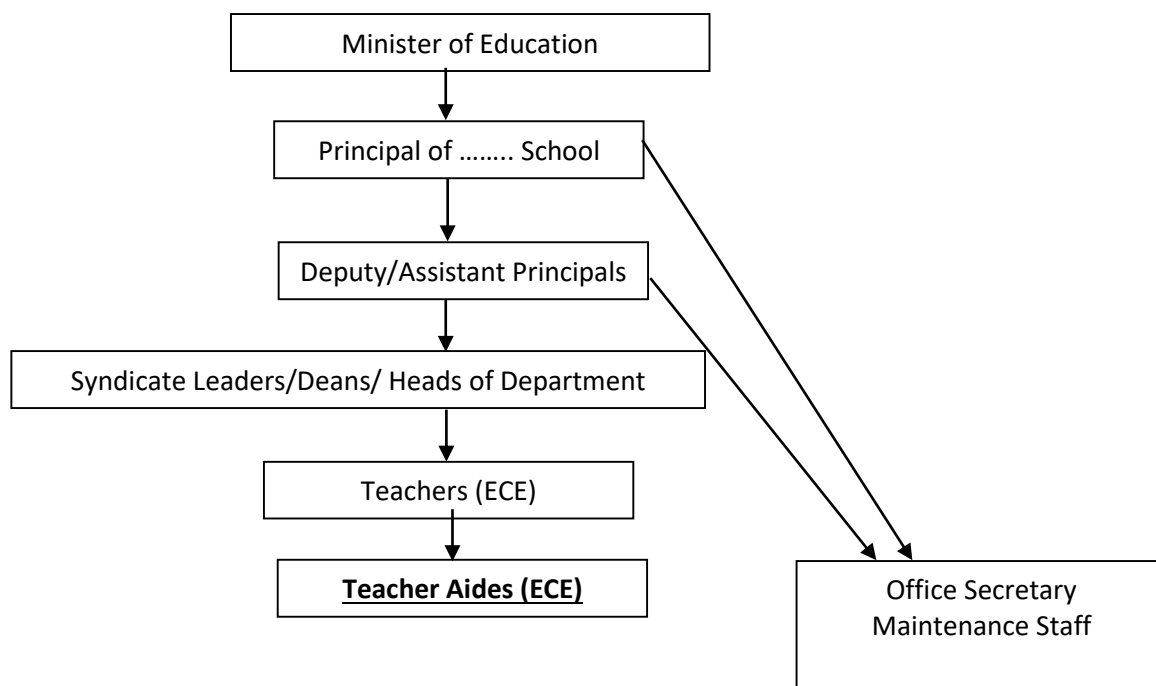
Status: Part-time working 4 hours/day.

MINISTRY VISION:

Through its 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 lifelong learning through the provision of quality services.

ORGANISATION CHART:



KEY RESULTS AREA:

K.R.A	Key Performance Indicators
<p><u>Learning & Teaching</u></p> <ul style="list-style-type: none"> To assist the ECE teacher in charge with the development and delivery of a learning programme based on “Te Apii Potiki Curriculum Document” which is developmentally appropriate for children within the Centre. With the assistance of the ECE teacher in charge, to review and evaluate programme planning. With the guidance of the ECE teacher in charge, learning stories or other entries are made in each child’s portfolio at least once a month. 	<ul style="list-style-type: none"> As appropriate, planning, including assessment and evaluation are documented and shared with parents and visitors. Staff adopt a process of self-review and reflective teaching practice which identifies strengths and weaknesses in self and programme. Parents are aware and understand what learning is provided for their children, and willingly contribute.
<p><u>Learning Environment</u></p> <ul style="list-style-type: none"> To monitor and report play equipment, equipment fixtures or fittings needing repair, modification or replacement to the ECE teacher in charge To maintain a high standard of physical care by appropriate attention to children’s personal hygiene, safety in all activities, eating, feeding and toileting. Cleaning as required during the day to maintain a hygienic work place and Centre. To use positive guidance strategies for managing behaviour. 	<ul style="list-style-type: none"> Equipment of an appropriate type and quality is identified for maintenance and/or purchase. Health and safety policies are complied with at all times. Indoor and outdoor learning areas are checked daily for safety and possible hazards. Eating and feeding areas are maintained and cleaned daily. Toilets are cleaned and sanitized daily. Kitchen area and cupboards are tidy and cleaned daily. Routines are known, appropriate behaviour management strategies are known and practiced by all at the Centre
<p><u>Effective Communication</u></p> <ul style="list-style-type: none"> To communicate clearly and effectively with children in either or both CI Maori or English. To maintain confidentiality amongst colleagues and parents/caregivers and to build trust with children. 	<ul style="list-style-type: none"> Children’s self-esteem is enhanced as a result of being listened to and through positive reinforcement. Parents/caregivers receive appropriate feedback about their children’s learning progress as directed by the ECE teacher in charge.
<p><u>Support for Colleagues and Parents/Caregivers</u></p> <ul style="list-style-type: none"> To develop and share resources and knowledge with ECE colleagues. To involve parents and caregivers in the day to day work of the Centre. 	<ul style="list-style-type: none"> The Centre has a pool of appropriate resources available to all teachers. ECE teacher staff learn from each other and in doing so improve the quality of the learning experience for all children in the Centre. Parents and caregivers take an active role in the learning of their children. Effective relationships are built between teachers, parents and caregivers
<p><u>Administration</u></p> <ul style="list-style-type: none"> To assist where appropriate and maintain accurate records. Policies are in place for health, safety, governance, review systems. 	<ul style="list-style-type: none"> Centre records are kept: register of attendance, inventory, PMS documents and guidelines for expected standards of behaviour of others (e.g. helpers).

<u>Professional Development</u> <ul style="list-style-type: none"> Keep up-to-date with all relevant aspects of the ECE support service provided To have a current knowledge of content and best practice principles that can be applied to ECE 	<ul style="list-style-type: none"> Keeps abreast of changes in ECE teacher aide support Regularly reflects on and reviews personal performance
<u>Contribution to School</u> <ul style="list-style-type: none"> To be informed of and participate in all activities pertaining to the school as required To establish and maintain effective and cooperative working relationships with and between colleagues 	<ul style="list-style-type: none"> Participates in school activities Actively supports decisions taken by syndicate or school Request for information are met in a timely and obliging manner
<u>Professional Conduct</u> <ul style="list-style-type: none"> Demonstrate professional conduct as expected by an employee of the Cook Islands Public Service Participate fully and effectively in the performance management system 	<ul style="list-style-type: none"> 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 and teacher's code of ethics Meets expected deadlines and reporting requirements

WORK COMPLEXITY:

<i>Indicate Most challenging duties typically undertaken:</i>	
1	Leading and providing high quality support for the ECE teacher and the requirements of children
2	Ability to plan, review and implement ECE programmes with the guidance of the teacher
3	Have current knowledge of and be able to demonstrate effective pedagogical practice
4	Self-reflection to inform planning and alternative delivery approaches and methodologies
5	Ability to contextualise students' learning to their own environment to give it relevance and enhance student understanding

AUTHORITY:

Teacher Aides have the following levels of authority:

Financial	Nil
Staff	Nil
Contractual	N/A

FUNCTIONAL RELATIONSHIPS:

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

Internal	Nature of Contact:	External	Nature of Contact
Principal	School policies & procedures, staff attendance, leave, professional competency,	Community Services	Resource provision, learning enhancement opportunities and other matters as required (Routine)

	development, student management and other matters as required (Heavy)		
Teachers	Contributing to ECE programs, advice, guidance, direction, student support and other matters as required (Heavy)	Government Agencies and NGOs	As specific to the ECE curriculum and the health and safety of students and other matters as required (Minimal)
Students	Learning and Teaching, pastoral care, extra-curricular activities, other relevant matters as required (Heavy)		
Parents/Caregivers	Reporting student progress; attendance, behaviour and other matters of relevance (Heavy)		
Ministry of Education central administration office	Employment matters - payroll, leave, performance, competency, and other matters as required. (Light)		

PERSON SPECIFICATION:

Qualification

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

Essential: (least qualification to be competent)	Desirable: (specific qualification for job)
<ul style="list-style-type: none"> NCEA Level 2 or equivalent (SFC) 	<ul style="list-style-type: none"> NCEA Level 3 with University Entrance ECE Certificate or Diploma Current First Aid/CPR certificate

Knowledge / Experience

The length of practical experience and nature of specialist 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)
<ul style="list-style-type: none"> Competency in the language profile of the School or Centre 2 years combined experience working with young children in a day-care or for example a Sunday school setting A reasonable degree of physical fitness 	<ul style="list-style-type: none"> Fluency in both written and conversational Cook Islands Maori Experience and/or education in childhood development Previous experience working with children in an ECE setting

Key Skills /Attribute / Behaviours

Expert	<p><i>The ECE teacher aide will demonstrate key technical skills through:</i></p> <ul style="list-style-type: none"> • Assisting with the effective delivery of the ECE curriculum • Experience with a range of behaviour management strategies • Clear and effective communication in a range of situations • The relevant contextualisation of teaching and learning to students' own environment
Advanced	<ul style="list-style-type: none"> • Communicates effectively with parents and teachers on the progress of students • Managing school resources effectively • Always assessing and planning to minimise risks to students' physical safety and taking appropriate action • Promoting indigenous culture and language
Working	<ul style="list-style-type: none"> • Further developing one's own knowledge and skills • Actively participating in professional development • Undertaking professional reading relevant to education. • Displaying a level 1 competency in ICT
Awareness	<ul style="list-style-type: none"> • Knowledge of developments in education that are relevant to ECE and respective school context • 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