



**MINISTRY OF EDUCATION
GOVERNMENT OF THE COOK ISLANDS**

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POSITION DESCRIPTION

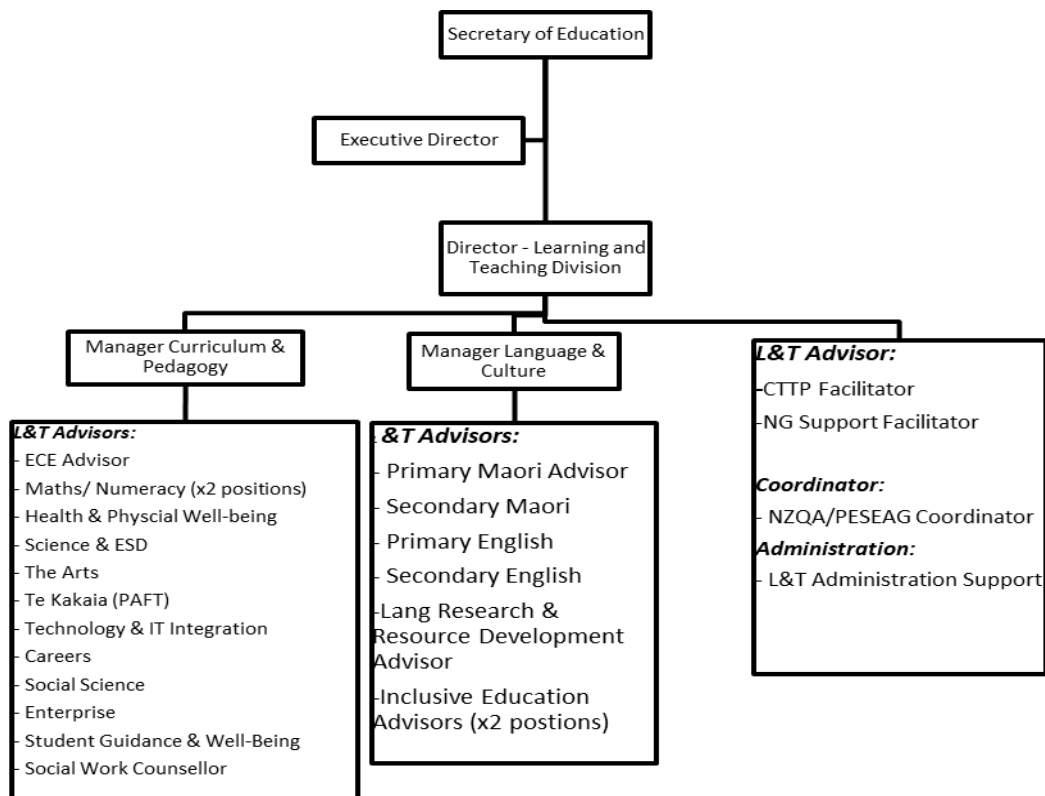
Job Title:	Learning and Teaching Advisor (Inclusive Education)
Division:	Learning and Teaching Division
Responsible To:	Manager – Language and Culture
Responsible For:	Nil
Job Purpose:	To improve teacher, teacher aide capacity and capability resulting in quality teaching, effective delivery of learning outcomes and programmes, assessment, practice resulting in 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 schools, where Interventions are integrated into the educational programmes• Qualitative and quantitative assessment of intervention outcomes• 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>School, Student Support</u></p> <ul style="list-style-type: none"> To provide support for students, anau, and schools during transitions into, between and from schools. To provide advice and guidance on school systems and curriculum adaption to other Special Education staff. Undertake Special Education worker role for designated children and young people on the caseload. To undertake qualitative and quantitative assessment of intervention outcomes. Undertake individual, and facilitate and contribute to comprehensive and multi-disciplinary assessments. [bi-disciplinary]. Maintain accurate service provision records and client files. 	<ul style="list-style-type: none"> Regular communication with schools, Principals, teachers, teacher aides Records of coordinated visits of special service providers including speech and language communication, audiology, vision, victim support, mental health, specific learning difficulties, dyslexia, paediatric reviews, occupational and physio therapists etc. – from NZ and CI. Records of liaising (under MOU) with external agencies i.e. Internal Affairs, Ministry of Health, Ministry of Justice, Cook Island Police Students effectively transition from primary to secondary level. Department, National Disabilities Council, Te Vaerua Rehabilitation, MoE NZ, and NGO's . Student files are confidential and are logged in alphabetical order on file.

<p><u>Effective Practice & Support</u></p> <ul style="list-style-type: none"> To gather base line data through observation, testing and discussions with teachers/educators and through consultation with parents/caregivers and health professionals, resulting in the formulation of Individual Education Programmes (IEP). To provide advice and information to Principals, teachers, caregivers and where necessary make referrals to other Special Education specialists. To provide strategies, in service training, modelling and support for teachers with class management and the implementation of Individual Education and Behavioural Management plans, focusing on inclusive education practices. To provide advice and guidance to school staff at a systemic level of inclusive practice and models of effective learning and teaching practice. To develop and implement, individually or as a member of a team, inclusive programmes by working collaboratively with parents, families, caregivers, teachers/educators and other professionals, including Support Workers for children. (INTAFF, REHAB services). To implement interventions that are integrated into the educational programme, working effectively with children and young people across a diverse range of settings and circumstances. 	<ul style="list-style-type: none"> A Special Education Register is kept detailing the students on an SE programs (IEP, IDP), bio data, progress, assistance including technology, SAC (special assessment conditions) for NCEA through NZQA. Monitoring of students through regular visits to the school to ensure that the school is taking responsibility for developing programmes from the IEP. <p>Workshops/Support in Inclusive Education recorded:</p> <ul style="list-style-type: none"> Whole staff (independent school request) Open invitation to workshop for all teachers/teacher aides in Raro School staff in Pa Enea 1-1 teacher support Small group support <p>Delivery of professional development workshops on:</p> <ul style="list-style-type: none"> Inclusive education Implementing IEPS Disabilities in the Cook Islands Syndromes, Disorders and Attitudes Assistive technology in the classroom Addressing Special Needs Literacy – Reading comprehension strategies Skills for Adolescence Inquiry learning and differentiation Integrated learning Integrating technology into teaching and learning Planning and assessment Truancy Communication
<p><u>Training & Development:</u></p> <ul style="list-style-type: none"> To develop, or assist to develop, plan and implement in-service training modules for teachers, teacher aides, school management team, parents/caregivers. Develop and provide training programmes as required through sourcing professional development programmes from overseas e.g. SIT <u>Mentorship</u> To mentor and provide support and guidance for a local counterpart IE Advisor to take over the full roll in a planned and structured manner. 	<ul style="list-style-type: none"> Facilitation of workshops and support for teachers and trainee teachers Recruitment and facilitation of workshops and training for teacher aides. Referrals records to Internal Affairs from primary and secondary school A structured program is in place and implemented according to objectives. Successful handover is achieved.
<p><u>Resources</u></p> <ul style="list-style-type: none"> Make recommendations for resource allocations and access to services. To support school staff in setting up and maintaining a Special Needs Register, and other Ministry requirements/recommendations for in-school processes and documentation. Source external assistance in the form of funding, expertise, education project proposals, minor initiatives and resources. 	<ul style="list-style-type: none"> Assistive technology implementation strategy and report - current assets: iPad, lap tops, Nessy Software, early developmental resources, digital camera (SPEC) secondary NZQA programme for students with disabilities and other software including apple iPad applications. Sourcing external assistance – Vision/ Speech and Language Therapist,

<ul style="list-style-type: none"> Assistive Technology (national coordinator) – to coordinate and manage the respective policy and guidelines. Ensure, or collaborate with others to ensure time frames are met. 	<p>Developmental Paediatrician for medical diagnostic assessments and reports.</p>
<p>Reporting</p> <ul style="list-style-type: none"> To report regularly on services or projects being undertaken To keep [manager] informed of the special educational needs within the Cook Islands. To ensure issues that have a significant impact on the reputation of the service and the health and well-being of clients and staff are communicated to the [manger] in a timely manner. 	<ul style="list-style-type: none"> Regular, detailed reports are prepared as required & for a range of stakeholders The Ministry is informed of developments in special education programs and trends
<p>Professional Supervision & Development</p> <ul style="list-style-type: none"> Regularly participate in and receive professional support as is required in the role of inclusive education advisor. Participate in regular feedback and professional psychology sessions for maintenance in mental health. Debrief sessions as needed dependent on sensitive case files dealt with. Participate in regular professional development in special education services as is required. 	<ul style="list-style-type: none"> Appropriate and purposeful professional support is provided that enhances and strengthens services. PD plan details program of professional development and growth
<p>Monitoring and evaluation support To provide support in monitoring and evaluation of learning and teaching programmes in accordance with MOE Monitoring and Evaluation Framework.</p>	<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.
<p>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.</p>	<ul style="list-style-type: none"> Effective participation in meetings. Professional support is provided for 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. A newsletter relevant to the curriculum and specific programme area is written and published each term with news and ideas for teachers;

WORK COMPLEXITY

<p><i>Indicate most challenging problem solving duties typically undertaken (3-4 examples):</i></p>	
1	Keep abreast of technological change and developments and how technology can be utilised as an enabler for quality learning and teaching
2	The facilitation of professional support in quality teaching and pedagogy;
3	Keeping abreast of best educational pedagogical practice and maintaining a culture of learning throughout the schools (staff and students).
4	The facilitation of ongoing review, implementation, evaluation and monitoring of all learning and teaching programmes in area of responsibility;

5	The facilitation of quality teaching for principals and teachers in Cook Islands schools across the curriculum and in specialised learning areas;
6	The monitoring of all learning and teaching programmes that reflect the agreed priorities of the Ministry of Education in accordance with the Ministry's monitoring framework; programmes.
7	The facilitation of sound and researched pedagogical practices across all areas of learning and teaching;

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. (Heavy)	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's degree in Education (majoring in Inclusive/Special Education) • Registered Teacher (with teaching qualification) 	A post graduate qualification in Education field or equivalent 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)
8 years teaching experience working in the Special/inclusive Education field with at least 3 years in an educational management/supervisory position	At least 8 years teaching experience in IE and 5 or more years in an educational management/ supervisory position that promotes best pedagogical practices that supports effective practice

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 Special Education/Inclusive Education programmes; • Extensive experience and skills in teaching and pedagogy; • Experience in the provision of professional development programmes for principals and teachers; • Advanced 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 and research 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"> • Legislation/ mandates regarding child/family care, welfare and protection.

	<ul style="list-style-type: none">• Regional and international best practise and innovation initiatives in Education
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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