



MINISTRY OF EDUCATION
GOVERNMENT OF THE COOK ISLANDS

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POSITION DESCRIPTION

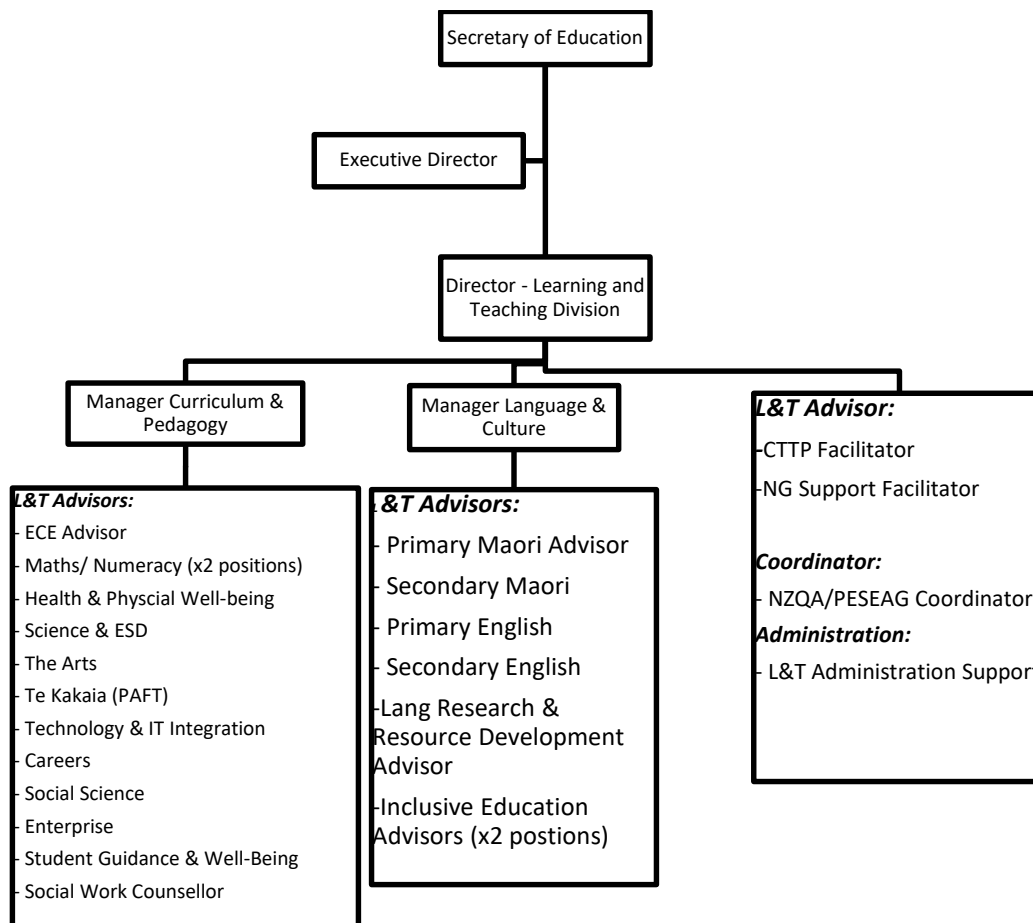
Job Title:	Language Research and Resource Development Advisor
Division:	Learning and Teaching
Responsible To:	Manager – Language and Culture
Responsible For:	Nil
Job Purpose:	<p>To improve teacher capacity and capability resulting in quality teaching, effective delivery of curriculum and learning programmes, assessment, pedagogy and quality outcomes and achievements for all students:</p> <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>Research and Development</p> <ul style="list-style-type: none"> Conduct research into relevant learning and teaching styles and methods (pedagogy) to increase teacher/tutor effectiveness in delivery of language programmes In collaboration with L&T Maori Advisors, strategies are developed and implemented with providers to enhance pedagogical approaches to Maori language learning 	<ul style="list-style-type: none"> Literature reviews are regularly conducted on current language and linguistic research Specific language pedagogy research is conducted both with MoE and Providers Teaching strategies are formulated, trialled, reviewed, documented and implemented Exemplars of best practice are identified, developed and disseminated Research Register documents a record of research publications
<p>Resource Development</p> <ul style="list-style-type: none"> Develop and implement an action plan for the research, review and consultation on prioritised community language resources. 	<ul style="list-style-type: none"> A plan is developed to ensure the production of prioritised community language resources Consultation occurs to ensure resources will meet identified community needs to a high standard Relevant copyright and other permissions are negotiated Individual work plans are developed and implemented to meet production requirements e.g. text, illustration, plate making etc. The Maori Reading Framework is completed to guide and direct the writing of Maori resource Dialect readers are completed, launched and distributed to schools.

	<ul style="list-style-type: none"> A Resource Register is completed and updated on a regular basis.
<ul style="list-style-type: none"> Develop and implement an action plan for the digitisation of Cook Islands Maori resources 	<ul style="list-style-type: none"> Capacity development in use of technology to enhance resources occurs Technical assistance is sought and contracted as required Pilot resources are previewed and consulted on with users prior to final production
<p>Partnerships & Promotion</p> <ul style="list-style-type: none"> Collaborate with Ministry of Culture, in particular, the Language Commission to enable quality assurance in language grammar, conventions and change. Partnerships are formed and enhanced with other relevant stakeholders 	<ul style="list-style-type: none"> Professional contribution to other agencies e.g. Language Commission Development of working partnerships to enhance language knowledge and learning with House of Ariki, Aronga Mana, Tumu Korero, Cook Islands Natural Heritage
<ul style="list-style-type: none"> To review and implement Language Promotion strategies that support Maori Language and Culture programs in Schools 	<ul style="list-style-type: none"> Development and implementation of a communication strategy for providers on Maori language Development and implementation of an ongoing media campaign to promote Maori language and culture in both formal and non-formal education settings and in the wider community Regular media campaigns produced through a range of modalities
<p>Community Engagement</p> <p>Engagement with the wider community on a collaborative approach to education</p>	<ul style="list-style-type: none"> The school and school community work in partnership to promote a culture of learning; Parents and the community at large are actively engaged in community learning programmes and the education of their children. Initiatives in Maori Language programs are developed, resourced and implemented.
<p>Monitoring and evaluation support</p> <p>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</p> <p>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 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.

K.R.As	Key Performance Indicators
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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 Enua (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 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