



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

PO Box 97, Rarotonga, Cook Islands. Phone (682) 29357, Fax (682) 28357. www.education.gov.ck

POSITION SUMMARY

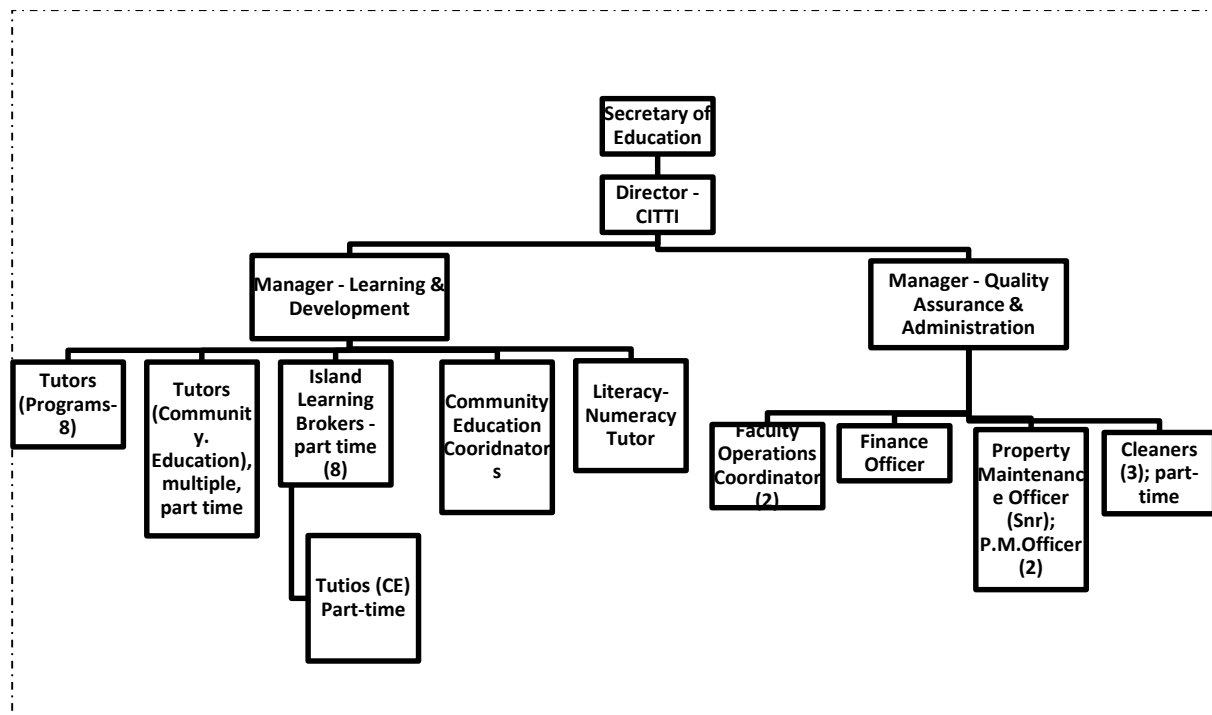
Job Title:	Manager - Learning and Development
Division:	CITTI
Responsible To:	Director of CITTI (Head of Institute)
Responsible For:	10 Full-time staff and multiple part time staff (Programme tutors, Community Education tutors , Community Education Facilitators, Island Learning Brokers, Literacy and Numeracy Tutor)
Job Purpose:	To have oversight of the development, delivery and coordination of all learning programmes offered by CITTI to maximise opportunity for learners.
Job Classification:	Min: 35,473.00 Max: 48,243
Date:	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

KRAs	Key Performance Indicators (<i>use SMART principles</i>)
<p>KRA 1: Development and implementation of quality learning programmes and training modalities focussed on relevant, quality outcomes for students.</p>	<p>Jobholder is successful when:</p> <ul style="list-style-type: none"> • Learning programme packages are developed in consultation with different stakeholder groups • Learning modalities are coordinated and implemented with student cohorts • Pa Enea learners are supported through a range of different strategies including blended learning
<p>KRA 2: Development of excellent teaching and applied research which will include responsibility for the management, development and quality of the tutoring.</p>	<ul style="list-style-type: none"> • Training needs assessment of tutors conducted • Teaching and professional development is effectively managed • Specific tutor training is identified and appropriately sourced and supported • Tutors meet the required standard of delivery including those of external accrediting bodies, ITOs and SSBs
<p>KRA 3: Use of student management systems that prioritise student learning and monitoring to completion and informed decision making.</p>	<ul style="list-style-type: none"> • Student progression is mapped with Individual Learning Plans (ILPs) • Specific support for literacy and numeracy is planned for and delivered. • Qualification, progression and annual enrolled pass rates are all monitored and achieved. • Information for decision making by CITTI and MoE management is collated and readily available.
<p>KRA 4: Collective Management Responsibilities</p> <ul style="list-style-type: none"> • Participate fully and co-operatively as a member of CITTI Management Team on issues related to strategic leadership, management and development. • Provide peer support to other Senior Management Team members and take collective responsibility for the performance of the institute. • Identify and manage institutional risks within the Ministry of Education's business risk framework. • Build the focus on quality and establish and support quality assurance practices. • Ensure adherence to Ministry of Education policies and fiscal and statutory requirements. 	<ul style="list-style-type: none"> • Institute reports, minutes of meetings • Reports responding to national, regional and international research and evaluation studies • Monitoring tool to meet institution outputs - mid-term and annual reports • Planning and reporting documentation (sector, national, regional, international) • Risks and Issues analysis reports • Institute plans, budget reports, • External review reports, P&D review reports, moderation reports

<ul style="list-style-type: none"> • Develop, review and manage the institutes business plan in alignment with the Ministry of Education’s business plan. • Represent the Ministry of Education both nationally and internationally as required. 	
--	--

WORK COMPLEXITY

<i>Indicate most challenging problem solving duties typically undertaken.</i>	
1	Developing programmes of learning relevant to the needs and expectations of different employer and industry groups in the Cook Islands
2	Demonstrate effective pedagogical knowledge for youth and adult learners across the full range of technical and vocational training
	Implement tutor training and development programmes to ensure constructive learning in all CITTI courses
3	Developing and implementing solutions for individual learner pathways to ensure completion of qualifications and skills attainment
4	Data tracking and analysis to inform decision making at the institute level and for senior management of the Ministry.

AUTHORITY

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

Financial	Involvement in budget development, member of SMT of Institute as signatory to stores orders etc.
Staff	Responsibility for performance appraisal of staff as per the structure. Responsible for the implementation, oversight and support of tutor training programmes. Participate in the recruitment of staff.
Contractual	NIL (Standard contracts for short term tutors e.g. community education)

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
Head of Institute (Director)	Primary relationship, ongoing liaison, reporting, supporting institute strategic direction (Heavy)	Industry Groups, NGO’s	Promotion of courses and negotiation of courses to meet needs. Ongoing liaison through meetings, site visits and other communication modalities. (Promoting)
QA&A Manager	Primary relationship, ongoing liaison, quality assurance requirements and processes. Programme review & development. (Heavy)	Schools	Promotion of courses programmes. Negotiation of Dual Pathway (secondary/tertiary alignment pathways) Ongoing liaison through meetings and communications (Promoting)

Programme & Community Education tutors, IL Broker	Leadership, guidance, mentoring, management, ongoing liaison, planning, monitoring and professional development (Heavy)	Pa Enea Island Governments	Establishing, promoting CITTI programs, ongoing liaison through meetings and communications (Promoting)
CITTI Administration staff, FOC, Community Education	Leadership, management, ongoing liaison, monitoring and professional development (Heavy)	Government agencies, SOEs, suppliers	Curriculum support, health and safety, ongoing liaison through meetings and communications (Minimal)
Learner Support (Lit and Numeracy, IE)	Leadership, guidance, mentoring, management, ongoing liaison, planning, monitoring and professional development (Heavy)	Accrediting & standard setting bodies	Curriculum, assessment compliance, moderation, student data, ongoing liaison through meetings and communications as agreed with Head of Institute (Routine)
Students	Enrolment, pastoral care, student progress, retention, completion and achievement, opportunities (Heavy)		
MOE Division Directors and Staff	Finance, employment matters, recruitment, reporting, ongoing liaison (Medium)		

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.

Essential: (least qualification to be competent)	Desirable: (other qualifications for job)
<ul style="list-style-type: none"> • A bachelor's degree in Education • Cook Islands teacher registration (with adult teaching qualification) 	<ul style="list-style-type: none"> • Post-graduate tertiary qualification in Education or other relevant humanities field of study with a research component in youth/adult education

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)
<ul style="list-style-type: none"> • At least 4 years' senior management experience in the TVET/senior secondary education sector (HOD), including the development and delivery of programmes that utilise standards based assessment. • Staff and performance management • Management of student databases. • 8 years' experience with TVET programme delivery and content areas. 	<ul style="list-style-type: none"> • More than 4 years Senior management experience in the education sector managing a faculty or department

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, delivery, administration and review of TVET/CE programmes; • 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	<ul style="list-style-type: none"> • Sound understanding of Quality Management Systems – development, implementation and review. • Sound research & report writing skills (including the collection of both quantitative and qualitative data) • Strong interpersonal skills including advocacy, public speaking and presenting. • Ability to build an effective team and staff capacity • Consultative and collaborative leadership style • Honest, motivated, flexible, adaptable and creative • Continuous improvement and progression
Working	<ul style="list-style-type: none"> • Ability to deal with risk and crisis management in a structured and calm manner • Sensitivity towards and understanding of Cook Islands culture. • Sound understanding and application of the use of technology to support the provision of information (MSOffice) • Commitment towards positive outcomes in providing high quality education for all.
Awareness	<ul style="list-style-type: none"> • Other sector strategic plans, JNAP etc to make linkages for programme development

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